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ABSTRACT

This document is intended to assist individuals directly involved in delivery and implementation of grassroots continuing education programs in the Asia-Pacific region. The first half of the handbook consists of chapters on the following topics: (1) the handbook's structure, contents, audience, and use; (2) the nature and scope of continuing education; (3) examples of successful continuing education; (4) guidelines for implementing continuing education effectively; and (5) learning from experience and moving ahead. The second half of the handbook presents case studies of the following projects: Australia's Farmers Plan for Sustainability and Growth; the Dhaka Ahsania Mission for Lifelong Learning and Community Development in Bangladesh; community-based poverty alleviation in China at a technical training center for ethnic minority women; a continuing education program in India; a CLC in Indonesia; the Korean Credit Bank System; the rural vision movement of Malaysia; the expansion of cattle rearing at a CLC in Nepal; the accreditation and equivalency system of the Philippines Non-Formal Education Project; and Thailand's Community Savings Bank as an example of community education at the village level. Each case study discusses some or all of the following topics: the program's context, objectives, and target audience; innovative features; coordination and management; special features; strengths; and structure of the learning process. (MN)

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ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL

APPEAL

ED 467 236

Handbook on

Effective Implementation of Continuing Education at the Grassroots

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ASIA-PACIFIC PROGRAMME
OF EDUCATION FOR ALL

Handbook on

Effective Implementation of Continuing Education at the Grassroots

UNESCO Principal Regional Office
for Asia and the Pacific
Bangkok

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BACKGROUND

Many countries have made progress in the development of their people's literacy skills following the World Conference on Education for All (EFA) held in Jomtien, Thailand, in 1990. Increasingly, continuing education is used as an essential tool for the extension of literacy to promote human development and it will further increase as we begin the 21st century. The concept of ***continuing education*** has been expanded to include a continuum of learning throughout life, aimed at equitable, sustainable and people-centred socio-economic development. In order to cope with the increasing range of learning needs for specific groups, continuing education will need to diversify. Continuing education programmes in some countries are in their infancy, while other countries have considerable experience with continuing education.

Over the last decade, UNESCO, in cooperation with experts in the region, developed a series of prototype manuals and handbooks for literacy and continuing education. These manuals and handbooks are mainly used at the national level. UNESCO has recently undertaken an evaluation of literacy and continuing education programmes implemented throughout the region. It was found that if we wish to have activities sustainable at the local level, community people themselves must carry out the activities. To facilitate this, UNESCO is supporting countries in the region to strengthen capacity building and delivery of resource materials at the grassroots level. Consequently, countries in the region have requested UNESCO to introduce some practical and innovative models of continuing education, especially those models with strategies for implementing continuing education effectively at the grassroots level.

UNESCO, in cooperation with the experts in continuing education from the Asia-Pacific region, developed a handbook on the effective implementation of continuing education at the grassroots level. This activity took place during 3-12 July 2000 at the Faculty of Science, Information Technology and Education, Northern Territory University, Darwin, Australia. The experts representing each sub-region were from Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, Philippines, Republic of Korea and Thailand.

After the first workshop held in Darwin, the ten participating countries undertook case studies to identify effective approaches to continuing education at the grassroots level. The second workshop took place at the SEAMEO/INNOTECH, Philippines, on 13-19 November 2000, to revise the first draft of the handbook incorporating concrete examples abstracted from the cases of the ten countries.

We hope this handbook will be useful for field workers. If you want to know more about continuing education programmes, please read the APPEAL Training Materials for Continuing Education Personnel (ATLP-CE), consisting of eight volumes.

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Part One

The Handbook

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The nature of this handbook

This handbook is about the effective implementation of continuing education in communities of the Asia-Pacific region. To help us use this handbook well, we need to look at what the terms *'effective'*, *'implementation'* and *'grassroots'* mean here.

Effective can mean many things. In this case, it means that what people learn is what they need, as identified by them but not by outside agencies. It also means that what people learn will have an impact on improving their lives. ***Effective*** can also mean to do the right thing in the right way. Continuing education is effective when the costs and efforts of everyone involved result in a benefit to individuals and society and where limited resources are used wisely. ***Implementation*** is the process of putting continuing education into practice. In other words, this handbook is about action. It is about the process of making continuing education work at the grassroots level.

In this handbook, ***grassroots*** refers to those directly involved in the delivery and management of CE programmes at the local level. They may include community learning centre (CLC) facilitators, teachers, tutors, trainers, local committee members, community members and the participants themselves.

Education has always been a powerful tool for individual improvement and social development. However, education means more than this today; it is a necessity of life. This is why governments recognize education as a core service that they provide for their people.

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Two characteristics of education emerge from this handbook, particularly from the case studies. First, education is a social activity, which involves people working cooperatively and serving each other. Many of the case studies presented here highlight the importance of cooperation and community participation in the processes of education.

Second, education empowers people – it is a tool for changing our society. In other words, the empowerment of people is an important result of education. When people learn, they become informed and may gain new skills and knowledge, which in turn enable them to take an active role in their own education. The notion of empowerment through education (particularly of adults) is presented in the examples that we include in this handbook. When people take charge of directing their lives and satisfying their needs, they are liberated from the bondage that comes from poverty and ignorance.

This handbook presents cases and examples that show how we can help people become empowered to improve their lives through community participation. As facilitators of adult learning, we need to understand that people learn best when they are directly involved in all aspects of their learning.

People learn by doing, learning through experience. The examples here show that experience is not just the involvement of learners in learning activities. Learners learn about learning and learn to have control over their learning when they are actively engaged in the planning, delivery and evaluation of their learning.

It is important for us as facilitators of learning to help our learners to take charge of their learning and encourage them to be involved in it. Thus our objective is to reduce our influence as learners gain confidence to take charge of their own learning and lives.

We can consider ourselves *educational fire starters*. Our role is to go about our community starting *fires of learning*. We want each fire to start and then be self-sustaining, growing hotter and bigger by its own fuel, so we can then move on to start another *fire of learning*. As a leader of CE in the community, we need to step back at times and encourage others to take leadership.

This handbook gives us some information on how to go about facilitating the continuing education of adults. It will help us to set up a CE programme or project. It also provides us with some practical advice.

In addition, the material presented here gives us some guidance and help on how to implement community-based CE programmes. The examples described in this handbook

are based on real experiences of implementing CE activities in different parts of the Asia-Pacific region. These examples may give us some ideas for doing things in our own community. Thus we need to think about how we can adapt these practices to our specific community needs.

We know that the situation in each of our localities, even within one country, is often quite different. The material in this handbook has been selected with this in mind. Effective implementation of CE needs to be directed by local considerations, and the people in the local community need to be directly involved in the process.

There is no magic formula to make CE programmes uniformly successful in all places. Therefore, in this handbook the steps or guidelines to be followed under every possible situation are not specified. Instead, the handbook describes field-based practices that illustrate a range of strategies and processes for making CE projects successful. It describes individual experiences and presents case studies of successful CE programmes. It also gives us a glimpse of national policies and programmes that have facilitated the effective implementation of CE in different countries.

Structure and contents of this handbook

The material in this handbook is organized in two parts. *Part I* gives us an overview of the process of implementing CE programmes and broad lessons emerging from the experience of implementing CE in some countries of the Asia-Pacific region. Much of *Part I* is based on real case studies of the successful implementation of CE activities. *Part II* of the book describes the details of case studies from different countries of the region. We may view the two parts of the handbook as a whole. The illustrations in different chapters of *Part I* are often drawn from the case studies presented in *Part II*. Alternatively, we may look at each case study in *Part II* separate from *Part I*. We can use these resources depending on the field situations in which we are operating.

Part I consists of five chapters. This chapter (*Chapter One*) simply introduces the material in this handbook. *Chapter Two* deals with some of the general concepts of CE in the region. As we know, there is no single correct way of defining CE. It has to be viewed, understood and defined according to the specific local situations we are working in. The concept of CE given in this handbook is, therefore, a definition based on field experiences.

Chapter Three introduces some selected experiences from different countries of the region through short case studies. The purpose of the section is only to present a glimpse of the variety of CE efforts going on. Although the experiences presented do not exhaust all the possibilities found throughout the whole region, they give a fair idea of the nature of the programmes being adopted and the strategies used in implementing CE.

The case studies are not meant to be reproduced in whole but to help us think about things that we can do in our own community. One theme that emerges from this material is the use of community-based and community-controlled learning centres to promote successful CE.

Chapter Four draws our attention to the core processes involved in implementing CE activities. Here again we will find illustrations from actual CE experiences. While there is no specific list of steps for setting up and managing a CE programme, this chapter does review the essential components involved in making CE implementation more effective. We should be able to relate the processes described here to our own conditions and CE programmes.

In *Chapters Three* and *Four*, we can read about real experiences in implementing CE activities and managing them effectively. Are there certain general principles or broad lessons that can be derived from these experiences? We will find answers in *Chapter Five*, which also discusses some of the future challenges for continuing education in our changing world.

The audience for this handbook

In general this handbook is addressed to all those involved in continuing education. However, the material is particularly useful for those who are directly involved in implementing CE programmes at the grassroots or local level:

(a) facilitators or instructors at the village level

(b) community leaders

In addition, the following individuals may find the material useful in their work as well:

(c) supervisors and coordinators
(d) trainers and materials developers
(e) project planners and managers

These are the primary users. But the material can also be useful for people working at national and international levels. Therefore, if we are policy makers, planners or administrators at the national level or involved in CE in an international agency, the content of the handbook will inform us about the realities of local practice. It will also help us understand and appreciate the processes adopted in implementing CE programmes in different countries of the region.

How to use this material

There are no rigid rules for using the material presented here. All the material including the case studies given in Part II constitutes one complete package. However, depending on our needs and interests, we may also benefit from reading selected individual case studies presented in *Part II.*

If trainers dealing with the subject of effective CE implementation use the handbook, they would require a training programme designed for that purpose based on the needs of the community and the trainees.

If we are working at the field level managing the implementation of CE, we can use this book as a self-learning guide. However, we may benefit more if our reading is coupled with group discussions with all of the people involved. In particular, we may benefit from reading and then discussing with our co-workers the case studies presented in *Part II.*

Let us start by looking at what CE is and how it can be implemented. We will get maximum benefit from this handbook if we are thinking about the issues and examples that are raised as we read about them. The handbook describes adult education in practice, which is non-formal and flexible. There are no prescriptions but a great deal of advice that we need to think about. The following chapter introduces us to some issues in continuing education.

CHAPTER TWO The Nature and Scope of Continuing Education

People are generally more aware now of the power and significance of education as a tool for improving life. They also know that education is no longer just something for children. Education is a lifelong and continuing activity. To organize continuing education more relevantly and meaningfully for empowering our people, we should have a vision of what education can achieve.

Learning is not just limited to reading, writing and arithmetic. Learning is about improving one's knowledge, skills and attitudes to make life easier, fuller, longer and more enjoyable. Learning then has a practical purpose. It can help us to cope with the changing world socially, economically, culturally, physically and spiritually. Learning provides us with practical tools to improve the quality of life or to change it. Our efforts to educate ourselves should not stop after the completion of primary schooling or a basic literacy programme. We should continue these efforts throughout our lives. Continuing education gives us opportunities to engage in lifelong learning.

Lifelong learning

In our village, we may find neo-literate adults with basic literacy and numeracy skills. These skills can help them in their daily living. However, in order to improve their quality of life and raise their incomes, they need to continue to develop their knowledge and skills through formal, non-formal and informal education. We may also find adolescents and children who have left school, especially after primary education. They also can benefit from continuing to learn.

Learning which continues throughout life is called lifelong learning. Through continuing education, we can organize appropriate learning activities.

As we know, schools, colleges and universities can cater for only a handful of children, youth and adults. Many others do not have the opportunity for a full education. Lifelong learning is a way of compensating for a lack of full formal schooling, giving opportunities for those who cannot continue their formal education. Education can occur throughout a person's life through formal, non-formal and informal experiences as shown in the following diagram.

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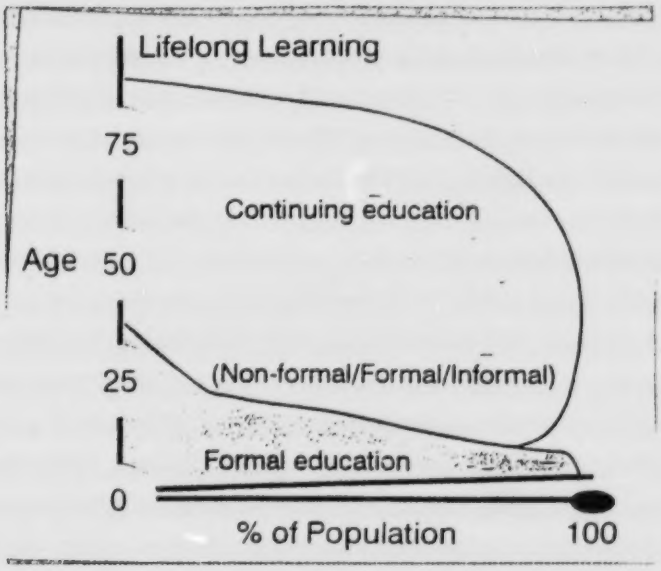
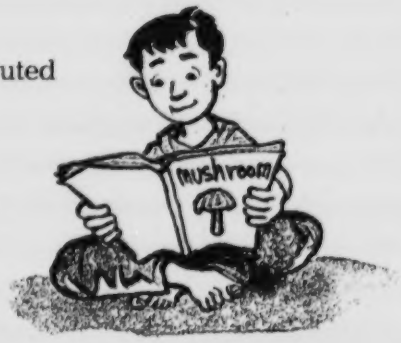


Many people consider that learning is just for gaining knowledge. But the scope of learning is much broader than this. When we engage in lifelong learning, we are learning to know, learning to do, learning to be, and learning to live together. What do we mean by these four kinds of learning?

Learning to know



When we read a brochure about growing mushrooms distributed by the agricultural extension section, we know or understand how to grow mushrooms. When we read newspapers, we know what is going on in our country and other places. We learn things to increase our knowledge and understanding. Our efforts in learning are a never-ending process. The world is changing very fast. Consequently, we need to upgrade our knowledge all the time. This type of learning is called ***learning to know***.

Learning to do

After knowing how to grow mushrooms, we need to actually try growing them. When we acquire new knowledge, we need to put it into practice. We call this type of learning ***learning to do***. Our efforts should always be to provide continuing education activities based on things that our learners can actually do, that they can put into practice, that are relevant to their lives.

Learning to be

Everybody has their own vision of their future. For example, a craftsman may want to become a senior craftsman or an expert; a shop worker may want to set up his or her own small business. If we want to have our own shop for selling mushrooms, we need to acquire some entrepreneurial and management skills. When this happens, we are learning to be an entrepreneur.

When we have a vision, we are motivated to increase our knowledge and skills. We appreciate or see the value of lifelong learning. As a continuing education facilitator, one of our roles is to motivate community people, through continuing education programmes, to raise their aspirations so that they can identify some goals for their lives. The learning that we are trying to achieve is ***learning to be***.

Learning to live together

We are members of a community that is also a part of a broader society. Everybody wants to live in peace and harmony, to have security and respect for each other. Thus we need to promote social equity, justice, peace and harmony through continuing education programmes. For example, when we become entrepreneurs of mushroom production, we may help our friends in the community to acquire skills for growing mushrooms. We may set up a community cooperative to sell mushrooms and other products and share the profits among the members. Some profits can be saved for community welfare, for our family and children. This type of community development may help us to live together peacefully.

To achieve our goals of community development through continuing education, we need to integrate and apply these four types of learning – learning to know, learning to do, learning to be and learning to live together.

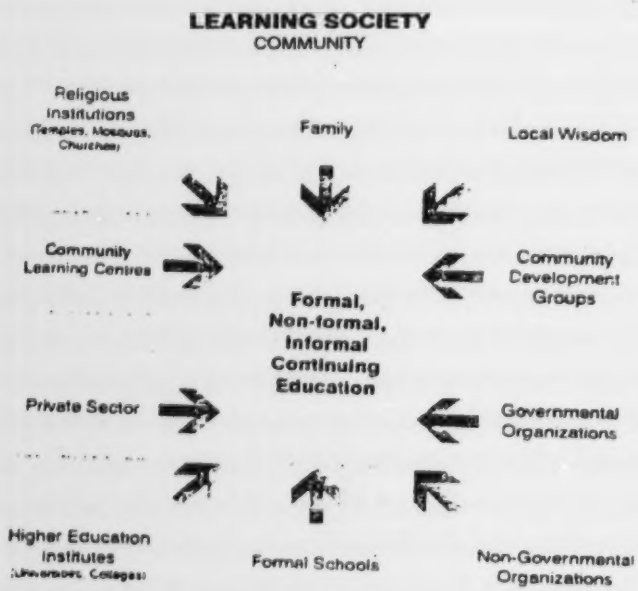
To promote lifelong learning, all agencies in our community should be education providers. When this is the case, our community will become a learning society. Thus the ultimate goal of lifelong learning is to build up a **learning society**.

A learning society

As a member of our community, we may often dream of a world where everyone lives in peace and harmony, with social equity and justice, where nobody is left in poverty and illiteracy. Everybody would have the opportunity to work as well as engage in learning for personal as well as community prosperity.

A society should be able to respond to the learning needs of each member. In such a society, all agencies should play a role in providing education and training in addition to their own activities. For example, a factory whose primary responsibility is to manufacture goods can also provide training for its employees to upgrade their skills. The factory can have a role in educating the general public about changing technology as well.

Similarly, families, local wisdom, religious institutions, cooperatives, community development groups, universities, government agencies, non-government organizations, factories, private companies and others should play a role in providing education and training to the members of society. When a society is built up in this way, we call it a Learning Society, as shown in the following diagram.



In a genuine learning society, wherever people go, they will learn something. Learning places can be any place: a corner of a temple, a bus station, under a tree, in the workshop.

In a genuine learning society, all citizens engage in education from birth to death. People themselves initiate their learning for a purpose and then pursue it through any means available in the society.

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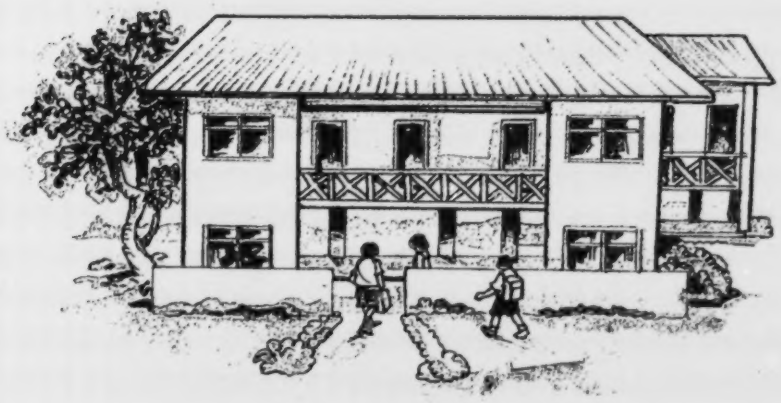
Flexibility in providing continuing education

Continuing education provides the opportunity to engage in lifelong learning that can be organized through different channels: formal, non-formal and informal.



Formal education

Formal education normally describes programmes offered by established educational institutions such as schools, colleges and universities, where a programme of study results in a diploma being granted.

Non-formal education

Non-formal education refers to educational programmes, short courses and training programmes offered by different institutions including government and non-government organizations, private enterprise and cooperatives. Universities and colleges also offer some non-formal programmes. Formal educational degrees and diplomas can also be obtained through equivalency programmes (discussed below). One of the major differences between the two approaches is ***flexibility***. For example, the curriculum and reading materials of the literacy courses offered through non-formal education are designed and selected according to the needs of the learners. In addition, the

learners themselves make decisions about time, place and duration of classes according to their needs and convenience. Besides, the teaching-learning process is likely to be less authoritarian and more attuned to learner needs.

Informal education

In addition to formal and non-formal education, learning can take place in other ways. A person can also increase his or her knowledge and skills through self-directed learning. An individual can learn through reading, television and radio programmes, or a close observation of activities. Some people describe this type of learning as informal education or self-directed learning.

Regardless of whether knowledge and skills are obtained outside formal schools through non-formal learning and self-directed learning, this learning is most efficient when it is purposeful and planned and meets the needs of recipients.

Continuing education is provided through non-formal as well as informal education. However, continuing education programmes in some countries involve formal educational institutions. For example, a person who participates in a non-formal education equivalency programme needs to pass an examination approved by a formal educational institution. This then provides him or her with a certificate equivalent to that offered by the formal system.

Therefore, continuing education can be provided through non-formal, formal and informal education. Learners themselves decide which channel is the most useful for them. The three types of education should be available in the community or nearby so that people have the opportunity to learn throughout life.

The need for continuing education

We may find that in many villages neo-literates are gradually losing their literacy skills. Dropout children and adolescents have forgotten many of the literacy skills that they acquired during their schooling.

Why are adults, children and adolescents losing their literacy skills? When people acquire new skills, they need to practice them or they may gradually forget these skills. Literacy and numeracy skills in particular fade rapidly if people do not use them. The best way to practice these skills is to use them in ways that relate to daily life.

How do people in these villages practice their reading skills? Their exposure to reading is very limited and even if they occasionally come across some reading materials, they are not likely to read them. Besides, because of low literacy skills, many people in these villages are not in the habit of writing letters to their relatives or friends. Thus, due to the lack of practice, people start to forget their literacy skills.

In most of the rural villages in the Asia-Pacific region, particularly in South Asia, we can rarely find a village library or sufficient reading materials available to the public. Even in places with a few books or newspapers, it is not easy for many people to access them.

If we do not help people to find ways to practice and use their skills, then these skills will be lost. The hard work and funds that the community expended to develop literacy and numeracy skills will have been wasted.

Hence communities should provide continuing education programmes to prevent the loss of skills and develop existing skills further to prepare people to face future challenges.

Through continuing education, we can provide learning opportunities that are responsive to the needs and demands of individuals throughout life. Thus, continuing education (CE) is ***a broad concept that includes all the learning opportunities that all people want or need after completion of a literacy programme and primary education***. Some countries in the Asia-Pacific region organize CE for those who have completed literacy programmes. Other programmes are organized for those who have completed primary education or its equivalent through non-formal education approaches. These people can gain new skills and upgrade their knowledge through these CE programmes. **The significant characteristic of CE is its flexibility**. People can participate in CE programmes at any time and place that is appropriate and convenient for them. Anyone in our community regardless of age, gender, race and caste can join in CE programmes.

Types of continuing education programmes

CE should offer more diversified programmes to cater for a wide range of needs on the part of specific population groups. We should make CE programmes more appropriate for our living conditions and economic life. In other words, CE programmes should be related more closely to economic, social and cultural development.

UNESCO, together with experts in CE from the Asia and Pacific region, developed a set of CE manuals, the APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). The types of CE programmes featured in these manuals and their content were derived from the needs and experiences of the countries in the region, which have been using for more than a decade the approaches highlighted in the manuals.

There are six types of CE programmes described in the APPEAL Training Materials for Continuing Education Personnel:

- Post Literacy Programmes (PLPs)
- Equivalency Programmes (EPs)
- Quality of Life Improvement Programmes (QLIPs)
- Income-generating Programmes (IGPs)
- Individual Interest Programmes (IIPs)
- Future Oriented Programmes (FOPs)

Post Literacy Programmes (PLPs)

These programmes aim at maintaining and improving basic literacy, numeracy and problem solving skills, giving individuals sufficient general basic working skills, and enabling them to function effectively in their societies. In every village, we may come across people who have completed literacy courses and become neo-literates or semi-literates. We may also find some school dropouts. Both groups need to maintain and improve the skills they have acquired so that they do not regress into illiteracy.

The main objectives of PLPs are to:

- maintain literacy skills and prevent learners from relapsing into illiteracy by continuously practicing reading, writing and numeracy skills
- improve literacy skills by acquiring higher levels of literacy
- apply skills in daily life for the purpose of individual or community development, such as writing letters or for a village newspaper, reading newspapers or magazines, and calculating the expenditures for a household or for community activities.

The duration of a PLP course varies from country to country. A PLP can be provided for a period of six months, nine months or a year. The period depends on the needs, time, literacy skills and learning capacity of the learners in a community.

Equivalency Programmes (EPs)

These programmes are designed as alternative ways to gain a formal or vocational qualification. The EPs are usually structured in more flexible ways than those used in the formal school system.

In our community, there are school dropouts and literate youth and adults who want to continue their study to obtain educational and vocational certificates and diplomas equivalent to those awarded by formal schools. We can help them to undertake an EP through distance education or evening classes.

Some primary schools in our community or nearby organize evening equivalency classes for youth and adults who have completed primary education or its equivalent. EPs recognize the prior learning of the learners and their experiences (including life skills). Therefore, the duration of study for these equivalence classes is normally shorter than that in formal schools. For example, Ms. Meena completed her primary education more than ten years ago. After completing primary school, she started working. Later, she continued her study at the lower secondary level. Because of her previous learning and work experience, she only needed to attend a course for one and a half years to get a lower secondary education certificate equivalent to that awarded by formal schools. If Ms Meena wants, she can continue her study in formal schools. EP courses and their timeframe provide flexibility suited to the needs of learners.

The cases of Philippines and Korea in Chapter Three give us more ideas and detailed information on how these countries organize EPs from lower secondary education up to university through non-formal education and self-directed learning.

Quality of Life Improvement Programmes (QLIPs)

These programmes aim at equipping learners with essential knowledge, attitudes, values and skills to enable them to improve the quality of life as individuals and as members of a community. The quality of life refers to the level of well being of a community and the degree of satisfaction in meeting basic needs.

QLIPs focus on community development. There may be negative factors that affect the quality of people's life in our community:

- lack of proper health and sanitation facilities,
- no clean water,
- poor quality parenting,
- absence of cultural activities,
- weak enforcement of the laws

To help people improve the quality of life in our community, QLIPs can offer several short training/orientation courses that address these problems. For example, there might be a two-to-three-month course on family planning and parenting, a two-week course on health and nutrition, or weekly sessions on environmental protection. Some countries integrate QLIPs into all curricula and activities of continuing education programmes.

Income-Generating Programmes (IGPs)

IGPs help learners to acquire or upgrade their vocational skills to enable them to **apply in their daily lives**, conduct income-generating activities. Such skills may help them to change their vocation, **improve their current career prospects**, or **set up a small business in the community**. IGPs can initiate income-generating activities such as sewing, radio repair, candle and soap making, fish farming, or gardening to help these people achieve their goals.

We should encourage unemployed people to join vocational training courses to gain new skills to start various income-generating activities in the community. With such skills, people will become more independent and flexible in how they earn money. For instance, they may decide to work at home.

To help learners to become self-employed, IGPs should focus on entrepreneurial skills, including how to conduct a market survey, plan a small business, and handle marketing and accounting. We can invite local wisdom or experts from schools or technical colleges to conduct training courses in our community. We may organize study visits to observe successful IGP from other villages. We can also arrange counseling programmes to advise learners of the ways and means of setting up small-scale businesses and obtaining credit and loan such as saving scheme and micro-credit programmes after they complete the courses.

Individual Interest Promotion Programmes (IIPs)

This type of programme provides opportunities for individuals to learn about and appreciate their social, cultural, spiritual, health, physical and artistic interests.

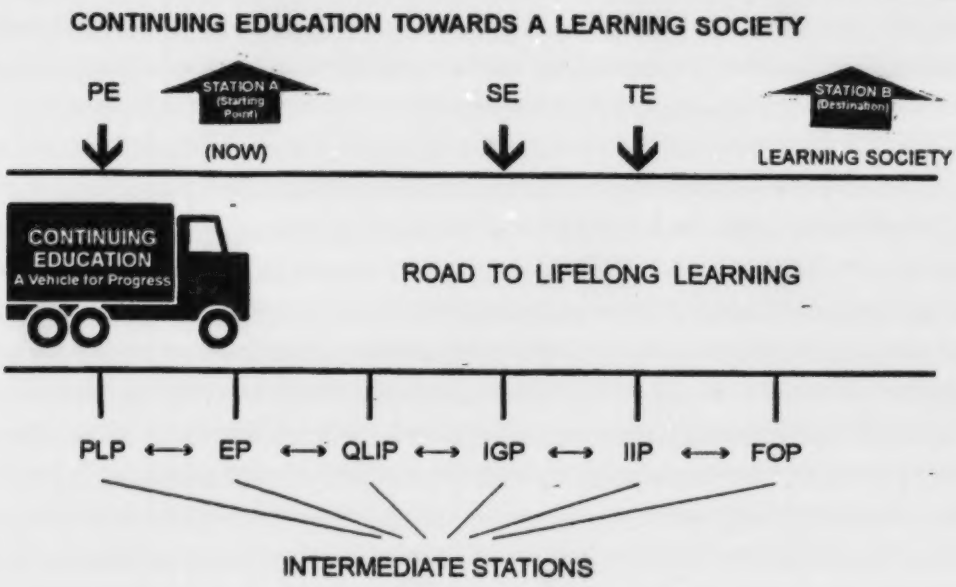
The aim is to promote leisure activities, life improvement and personal development. The programme activities can be categorized into various types: hobbies, cultural activities, self-reliance, sports and activities for personal development. To be more specific, these activities may include reading and writing poetry, painting, making speeches, studying local law, participating in politics (organizing local elections), using computers, taking photographs, traditional dance, swimming, religious meditation, or flower arrangement. Learners can choose the activities that they are interested in.

Future Oriented Programmes (FOPs)

Through these programmes, we provide members of our community with opportunities to acquire new skills, knowledge and techniques. With these, they are more able to adapt themselves and their organizations to ongoing social and technological change. An important part of planning FOPs is to have an agreed vision of what the future should be like. The purpose of the programme would then be to prepare learners for that future. For example, with the widespread use of computer technology, typewriters will gradually disappear from public use. Hence we need to organize computer courses for typists so that they may become competent computer operators. Of course, the development of computer skills is not limited just to typists or managers, but should be an option for others in the community as well. In some countries, the development of this technology is slow, while in others it is happening very rapidly.

The ultimate goal of all six types of CE programme is to upgrade the standard of living and improve the quality of life of individuals, families and communities.

If we look at the following diagram, we can see that learners can select the type of CE activities that they want according to their needs. They can participate in all six types of CE programmes at any time throughout their lives as long as these programmes are available. For example, a person may want to participate in income-generating programmes (IGPs) to improve his or her standard of living; then he or she may choose to participate in individual-interest programmes (IIPs) for relaxation and enjoyment. The diagram shows that the route to continuing education is a road of lifelong learning.



FORMAL EDUCATION

PE - Primary Education
SE - Secondary Education
TE - Tertiary Education

CONTINUING EDUCATION

PLP - Post Literacy Programme
EP - Equivalency Programme
QLIP - Quality of Life Improvement Programme
IGP - Income-Generating Programme
IIP - Individual-Interest Programme
FOP - Future Oriented Programme

Where does continuing education take place?

Continuing education programmes can be organized in any place convenient for learners, whether a temple, mosque, or community meeting hall. However, in many communities, the Community Learning Centre is the place where people find various learning opportunities in the community. In different countries, we can find examples of this type of community-based institution under different names, such as the Community Learning Centre, Community Education Centre, Village Library or Village Development Centre. Here, let us call all these institutions **Community Learning Centres (CLCs)**.

CLCs play key roles as community focal points for planning and managing CE programmes. CLCs should establish links with other nearby CLCs and potential government and non-government agencies such as district agriculture centres, public health centres, community development groups or foundations that can provide support and assistance

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for running CE programmes. For effective management and wider community involvement, CLCs should be set up and managed by community people through a committee representing the members of the community. The local people should be involved in all activities of CLCs. A CLC will function best and its activities will be sustainable if people in the community fully participate in all activities and obtain a sense of ownership.

All six types of CE programmes can be conducted at CLCs. In addition, CLCs can be the settings for community development activities, cultural programmes, sports and recreation. A CLC also serves as an information centre or library providing not only reading materials but also information about the community.

Some of the cases from Bangladesh, India and Indonesia presented in *Chapter Three* will give us ideas on how to set up and operate a CLC.

Chapter Three and *Part II* of this handbook will provide us with more information about various kinds of CE programmes that have been conducted in different countries in the Asia-Pacific region. The cases may give us some ideas in choosing our own programmes. However, if we are interested in building up our knowledge further on different types of CE programmes and their implementation, we can also consult the eight volumes of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE) published by UNESCO.

Examples of Successful Continuing Education

CHAPTER THREE

Introduction to the case studies

The purpose of this handbook is to help us think about how we can do our continuing education work better. One way is to look at what others are doing. This chapter introduces several case studies that provide examples of continuing education in other places. It may not be possible for us to do all the things described in these case studies. However, we will understand continuing education better if we think about the following questions as we read each case study:

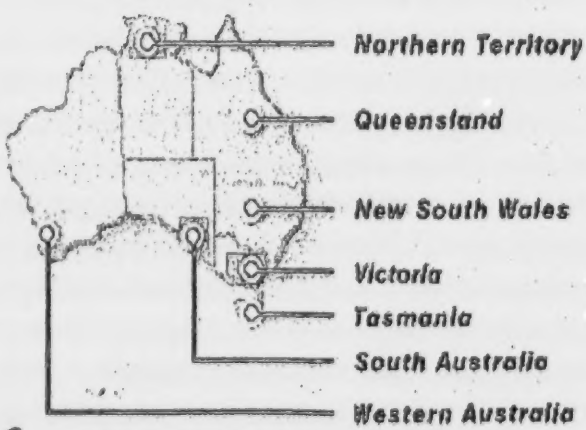
1. What does this case study show us about the principles of empowerment and participation?
2. How can we adopt the approaches used in this case study to our own work of continuing education?

This chapter gives us an overview of the case studies. We can read about them in more detail in Part II of this handbook. Happy reading

Case Study 1 Australia's farmers plan for sustainability and growth

Although Australia has a well-established education system and high levels of literacy, people living in rural areas still face problems. This case study shows one approach used to get people to participate in their own learning and to empower them in the process. Some of the principles used here might be useful for your situation.

Pam and Cameron Morgan and their family live on a 20,000-hectare sheep and beef cattle property, 25 km south of Wyandra in southwest Queensland. They have three children (Sarah, Ken and Mike). Sarah is twelve and does her primary school work by distance education. Ken (19 years of age) has left home to study at university. Mike (21) works on the farm with his parents. The farm has been in the family for three generations.



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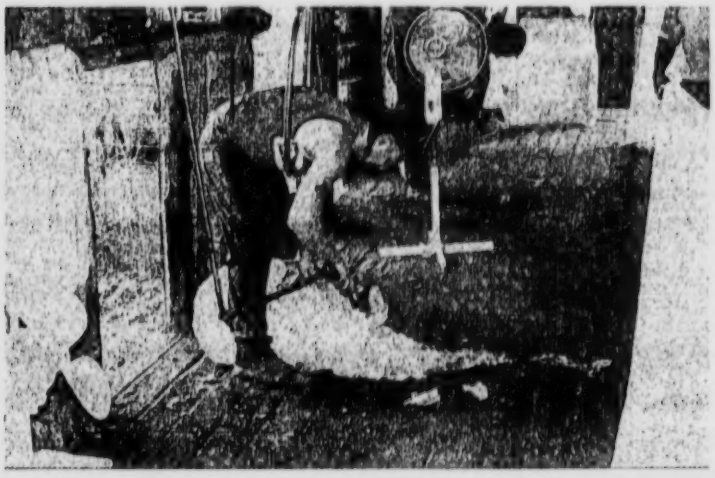
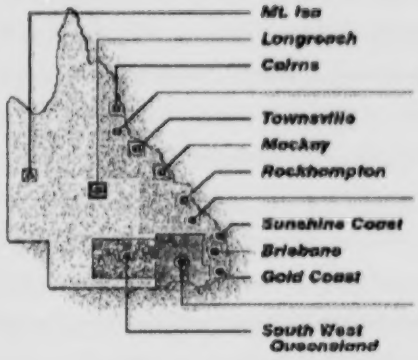
Cameron's grandfather started the farm in the 1920s when the government gave the land to him. Over the three generations the family has cleared the land, built a house and made other improvements. The farm is now worth a great deal of money. However, the Morgans have never made a lot of money from the farm as they use the money they get from the sale of their produce to maintain their property. They love to live on their farm – it is their life.

Over the last ten years, life has been difficult for them. There have been several droughts and farm production is down. They have had to decrease the number of sheep and cattle they own, as there was not enough good pasture or water for the animals. This has meant that they now get less money when they take their cattle to market. Also, prices for their produce have decreased and some years they have needed to get loans from the bank to keep going. Pam and Cameron could see that unless they changed some things, they would lose the farm in years to come and they and their children would be without an income. Worse still, they would have to sell the farm and move to a town. They did not want to do this.



They approached their local primary production extension officer in the town of Charleville, 280 kilometers away. The technical extension officer, Richard, suggested that they get involved in the new Futureprofit programme organized by the government to help farmers.

Richard indicated that there was a programme about to start in Wyandra, a small town only a short distance from the Morgans' farm. Richard explained that the programme was not just about helping farmers to make a profit but it also helped farmers to think about their goals and make decisions about many aspects of their farms and their lives. He also made quite clear that the programme involved the whole family-they controlled what happens, not others. The programme would provide opportunities for them to make decisions as a family and to reflect on these decisions. In addition, he let them know that the programme would also help them to develop new skills to manage their farm better.



Richard told the Morgans that by the time they completed the eight workshop sessions they would have worked together to develop a business plan to help them improve their farm. The Morgans were very excited about the idea and decided to talk to the whole family about the programme.

Let us now take a look at how the programme works.

The programme goal

The Futureprofit programme aims to help farmers improve their decision making and strategic planning skills. It creates a culture of ongoing self-directed learning leading to better natural resource management (including biodiversity and sustainable development) on farm properties.

The programme objectives

The Futureprofit programme is all about improved decision making by learners, leading to:

1. better business decisions made by farmers because of their ability to balance long-term goals with short-term needs
2. positive management of their farms because of changes in market, climate or government policy or regulations
3. more effective negotiations with banks, suppliers, agents, family members, farm staff and others in the farm community
4. better family relationships through developing a shared vision of how to manage the farm now and in the future.

The Futureprofit programme is a planning process that enables farm families to take control of their future. The workshop sessions allow each family to work together as a team to identify where they are now and where they are going in regard to their farm business.

This self-directed process allows the family to learn new skills about planning and to develop management plans related to all the farm business resources, including land, human, financial and enterprise resources. The process of Futureprofit is based on a holistic view of these farmers' lives.

Features of Futureprofit

Target population: members of the family farm teams

Special features:

1. a preliminary one-day course allowing a trial of the process before commitment to the full programme
2. up to eight one-day workshops conducted over a four to eight-month period; the workshops are arranged according to participant needs

The strengths of the programme:

1. It provides farmers, graziers and their families with improved planning and decision-making skills.
2. The experience and knowledge of farmers are used and respected.
3. The Futureprofit programme is delivered in a workshop format using adult and action learning principles and techniques.

Organization, supervision and management:

1. Planning is central to Futureprofit.
2. Trained professional facilitators introduce planning processes and provide advice and encouragement to achieve improved business, family and community leadership.
3. Learning takes place in small groups in relaxed, informal environments.

Structure and learning process:

1. Learning is under the guidance of a facilitator.
2. Experts in various fields are used as necessary.
3. The outcome of the learning process is a plan that leaves families with greater confidence in their ability and capacity to manage change on their farms (empowerment).

The eight workshops cover the following topics:

- vision and goals
- natural resource inventory
- enterprise analysis
- financial management
- production of the property
- marketing aspects
- enterprise planning
- finalizing a business plan

Ganokendra: the innovative intervention for lifelong learning and community development in Bangladesh

Background and rationale

In Bangladesh, a country with a low literacy rate and widespread poverty, it is a big challenge to achieve a broad impact on the lives of neo-literates through non-formal education programmes. Without providing ways for neo-literates to keep and develop literacy skills, there is a danger of losing much of the impact of existing programmes. One of the approaches to retain literacy skills, particularly of adolescents and adults who do not enter the formal system of education, is through multipurpose community learning centres. The Dhaka Ahsania Mission (DAM) has established ganokendras as community-based institutions to retain and develop literacy skills.

Objectives

The general objective of organising a ganokendra is to create facilities in the community for lifelong learning and community development.

Specific objectives

1. to develop an institution where further education and training can be provided for promoting a culture of lifelong learning and development
2. to facilitate institutionalized support to the community to improve the quality of life, social empowerment and economic self-reliance
3. to bring people of the community together-enabling them to network with NGOs and government agencies so as to have better access to the services available

Evolutionary process

Initially a *ganokendra* was established for post-literacy purposes only; gradually its role has been widened to cater for the diverse learning needs of the community as a whole. The *ganokendra* now plays the role of a village community centre with a library and facilities for recreation and other socio-cultural activities. The members also participate in regular discussions on issues of local interest. Additionally, the community in general uses the centre as its own place for reading and for economic and socio-cultural activities.

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Innovative features

- It is organized and run by the community.
- It addresses the learning needs of neo-literates and promotes lifelong learning.
- It focuses on gradual improvement in users' literacy skills.
- It is accessible to all the people in the area.
- It is a centre for training and for discussing important issues.
- Its activities are linked with social and environmental programmes.
- It functions as an information distribution centre where newspapers, newsletters and information materials of various agencies are available.
- It provides micro-credit services.
- It is a centre for services by other agencies, including government extension departments and other NGOs.
- It is a community house and meeting place for all activities of the community.

Target population

A *ganokendra* initially served those completing adult and adolescent literacy courses. Subsequently, school dropouts and people with limited literacy skills have also become members. *Ganokendras* are now open to all members of the community in which they are located. Men, women and children are welcome to participate in the activities of a ganokendra. About seventy per cent of these beneficiaries are female.

Special features

Ganokendras are locally managed institutions, and each has developed differently according to local needs, resources and expectations. However, *ganokendras* essentially:

- provide services to neo-literates and autonomous learners in order to increase their literacy skills
- provide basic education for illiterates
- promote schooling for non-schooled children
- arrange skills training in areas of need for members
- encourage reading habits to increase general and specific knowledge, and skills for personal and community development
- create opportunities for further training/retraining based on community or member needs
- conduct community-level social awareness programmes on issues such as gender, environment, health, drug abuse, sanitation, etc.
- organize community development activities using local resources
- develop leadership in solving local problems
- initiate socio-cultural activities
- facilitate networking among members

Organization, supervision and management

A *ganokendra* is organized and managed by groups of neo-literates themselves with back-up support from the Dhaka Ahsania Mission (DAM) in collaboration with the local community. A facilitator recruited from the community initiates activities and manages the centre. This facilitator is typically a local woman who is responsible for the overall operation of the *ganokendra*. However, overall management is the responsibility of a committee comprising people of the community.

There is regular communication between the facilitator, management committee and DAM field staff, all of whom attend monthly management meetings at the *ganokendra*.

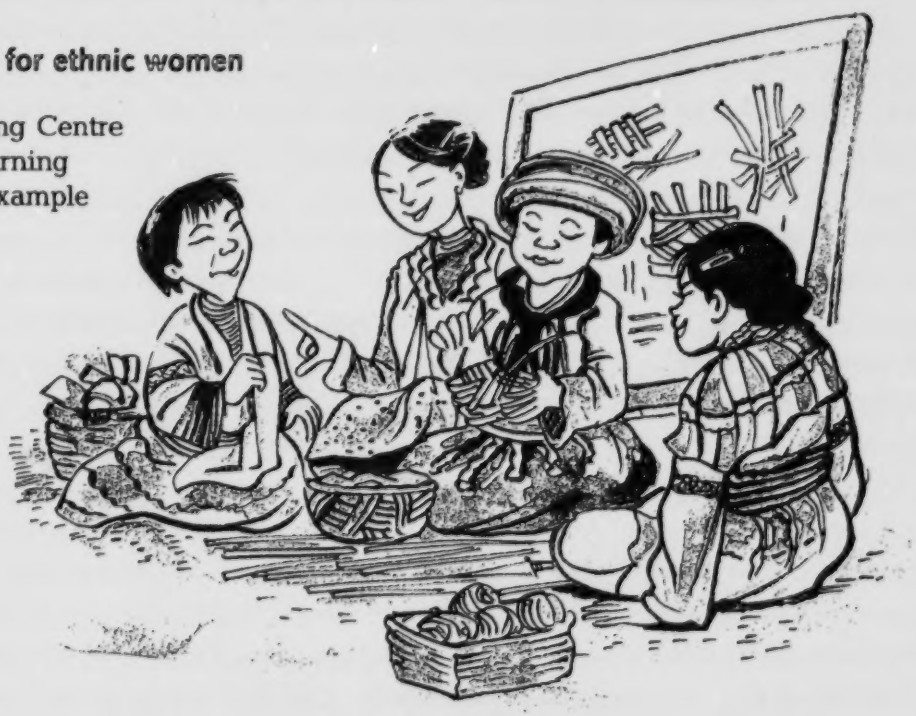
Impact

The *ganokendra* movement has had a significant impact on literacy levels and community development in Bangladesh. Participants in centres generally are concerned about their own and their community's development. The skills and knowledge that they gain improve their social status. Participants are able to raise their levels of income. They have more choices in the work that they do. The centres also play an important role in promoting equity and social justice, particularly for women.

Case Study 3 Community-based poverty alleviation in China

Technical training centre for ethnic women

Xinlong Technical Training Centre is a community-based learning centre for women. This example illustrates community awareness, resource mobilization, confidence building and poverty alleviation through community-based development approaches.



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Background

Xinlong village is located in a poverty-stricken mountainous area in Sanxi District, China. This area is one of the most disadvantaged in the country. The population of 1,228 is predominantly ethnic *Hui* people (98%) and comprises 240 families. Because of the unfavourable natural conditions – dry climate, high altitude, isolation from other areas and mountainous land with little plant growth, the village economy is basic and the living conditions are poor. Shortages of food, clothes and other living materials are common. Thus education is not regarded as a high priority for this village. Some school-age children, especially girls, do not go to school or frequently drop out. Adult women have few opportunities to get information, knowledge or skills to improve their lives. In addition, local traditions and religious customs restrict girls at age twelve and above to their homes. Most wives stay at home cooking, sewing and farming on their private lands.

Village farmers began to take responsibility for their own land during the early 1980s following Government reforms. Thus each family in Xinlong village has its own land and villagers work very hard to try to get good harvests from it. However, even the literate villagers do not possess enough knowledge and skills to apply agricultural technology (fertilizers, insecticides) to their farming or to develop locally advantageous household sideline production.

Ms Shan Xiumin grew up in Xinlong village. After receiving training, she works as a technician. She is a good role model for other women in the community. Ms Shan had always thought about how to help the women in the village to improve their living standard. She realized that the women lacked the knowledge and skills to do this, so Ms Shan and her colleagues set up a technical training centre for women to facilitate their learning.

Following the Fourth World Conference for women held in Beijing, Ms. Shan proposed to establish a learning centre for women in the village. This proposal received extensive support and involvement from local religious leaders, agricultural extension officers, local schoolteachers and NGOs. The local government has provided support for the development of the centre, which now has several well-trained full-time teachers who are its graduates. The centre is now self-sustaining.

Objectives of the centre

- to provide opportunities for local neo-literates and women to get information and useful skills
- to adapt traditional skills such as those used in handicrafts manufacture in order to generate incomes
- to improve the living standard of women and their families

Target groups

The main target groups are disadvantaged women, particularly the poor, ethnic minorities, youth in isolated areas, neo-literates and semi-literates, and those who need training in vocational and income-generating skills. The centre pays special attention to abused women.

Impact

The villagers now not only have some knowledge of agricultural technology but can also apply it to their farming, such as the storage of water on sloping land and water conservation using plastic film as a ground cover. The crop yields have increased several times because of the application of these technologies. Some women have set up their own businesses based on traditional skills and have sold the products outside the region. Factories in local areas or in other regions have employed some trained village women. The quality of life of the whole community has improved greatly.

Case Study 4 Continuing Education in Kerala, India

Background

Kerala has the distinction of being a historic Indian state so far as literacy is concerned. It has the highest percentage of literacy in India. It was the first state to experiment with the implementation of the Government's Total Literacy Programme. Kerala is divided into fourteen districts. One of its districts, known as Ernakulam, became the first in the country to be recognized as a fully literate district on 4 February, 1990. The state itself was declared a fully literate state in 1991. The national Scheme of Continuing Education was simultaneously launched in all of the districts of Kerala in 1995.

The Scheme

The national Scheme of Continuing Education provides 100 per cent assistance to the states for the first three years of implementation. The state governments are required to share 50 per cent of the expenditure during the fourth and fifth years of the Scheme. Thereafter, the state government is expected to take over the total responsibility for the programme. The intention is to enable the people to take up continuing education as their own programme to be continued as a people's programme without any financial assistance from outside the state. The community must be prepared to sustain the

programme in the long run. In a district, a programme of continuing education begins after the conclusion of a total literacy campaign and a post literacy campaign. The basic objective of the Scheme is to provide lifelong learning facilities at learning centres.

Basic unit

The basic unit of implementation for a CE programme is a continuing education centre (CEC), which is established to serve a population of 2,000-2,500. A third to a half of the people in this population would be neo-literates, having acquired basic literacy skills under the Total and Post Literacy Programmes. Financial assistance is provided to the CECs through the Kerala State Literacy Mission Authority (KSLMA), an autonomous body constituted for this purpose. It is registered under the Societies Registration Act for implementation of the Scheme throughout the state.

Preparation

The Continuing Education Scheme was launched in 1995, but actual implementation did not start until 1997-98. The reason for the delay was that considerable time was required to make the continuing education centres functional. This work included identification of centres, selection and training of volunteers (known as preraks), collection of reading materials and other resources, and mobilization of the community. In establishing a centre, community awareness needs to be raised as there is generally a time gap between the end of a post literacy campaign and the beginning of the continuing education programme.

High literacy rate

The comparative high literacy level of the State is clearly visible. We can often see people from the lower strata of society reading newspapers at roadside stalls. The reading of newspapers and other materials helps enlighten and empower people. Because of raised public awareness, it is now more difficult for public authorities to resist reasonable demands for community development. People understand the advantages of income-generating activities, and trainers can no longer ignore their demands for appropriate programmes.

Grassroots democracy

The high literacy rate and strong grassroots democracy in this southern state have been significant factors for the success of continuing education. Democracy is expressed in the form of the panchayati raj system. Under this system, elected bodies are in place at district, block, and village levels. These bodies have representation from all sections of society including women and marginalized groups. Members of the panchayats are responsible for all development schemes including all forms of education. They are in the position to better use community resources and coordinate various activities.

People's planning programme

The elected local government is provided with adequate funds for planning and implementing various projects that the panchayat may decide upon. The decisions of the panchayat are based on the needs of the community. In a literate society, there is naturally a preference for vocational education projects that help people to improve their living standards. The community has a high level of awareness of local problems and issues, and therefore through its representatives it exerts pressure on the panchayats for funding various activities at the learning centres. Thus, the Continuing Education Centres in Kerala are normally able to obtain adequate funds and facilities for their effective functioning.

Case Study 5 PKBM – Community Learning Centre in Indonesia

The Packet A Programme is a successful and innovative community-based out-of-school education programme focused on literacy development. The programme has been implemented in almost all the villages of Indonesia since 1977.

This national programme was launched because of the huge numbers of illiterates and the high rate of primary school dropout in the country. However, it is not just an illiteracy eradication programme, because the more than 100 booklets of the Packet A programme address pre-literacy, literacy and post-literacy needs. Thus, the materials are significant for out-of-school education programmes in general.

The Packet A Programme is organized, facilitated and taught by people who live in villages where the programme is developed. This is a reflection of the Indonesian principles of ***saling asih, saling asah and saling asuh*** (mutual love, focus and care) or ***gotong-royong*** (synergy). Because these teachers live in villages where the programme actually takes place, they have a strong commitment to it. These teachers are the most *educated people* in the village even if they have only a primary school education.

The Packet A Programme is a model for other continuing education programmes in Indonesia, such as income-generating, quality-of-life improvement and other skill-formation

programmes. It is also the foundation for the Packet B, Packet C and other out-of-school education programmes.

In Part II of this handbook, the operation of the Programme's innovative approach is described in more detail. However, here we can briefly look at the first PKBM (***Pusat Kegiatan Belajar Masyarakat*** – Community Learning Activities Centre), and the ***Buana Mekar*** (*Blossoming World*) programmes at Baleendah village.

PKBM Buana Mekar was established in October 1998 using a private (yasan) skills training centre. This centre had not operated for many years due to the absence of learners. The reestablishment of the centre occurred following discussions among the community education officers, the owner of the abandoned centre and the traditional leaders of the community.

Objectives

The objectives of the PKBM are to:

1. organize community learning activities
2. improve the knowledge, skills and attitudes of community members
3. develop an entrepreneurial focus among the people
4. help learners to gain skills useful for earning a living

The PKBM also functions as an information centre for various learning programmes offered by the PKBM and other educational institutions that cooperate with the PKBM.

The strengths of the PKBM model

1. The PKBM is a kind of a matchmaker between those who have some education and those who do not. The educational programmes are designed according to the expressed needs of the learners matched to market demand; thus, it is not a *top-down* but a *bottom-up* approach.
2. Organizers/managers and learners cooperate in designing relevant programmes of learning.
3. Cooperation among all stakeholders is a requirement that guarantees the success of a PKBM.

With the positive participation of members of the community and with their encouragement, new programmes are regularly offered. One of these is the Packet B programme, which is equivalent to lower secondary school. In addition, it offers significant vocational skills and life skills development.

The PKBM approach is an effective vehicle for increasing democratization in Indonesia. A PKBM programme is linked directly to the people being served. It is owned and run by the people, for the people. Democratization is effective because the PKMB facilitates empowerment through participatory education. People not only know their social rights and obligations-the two faces of the same coin-but also how to respond to these.

Introduction

Mr. Minsu Kim is 42 years old and works as a supervisor in a factory manufacturing iron products. He completed middle school 25 years ago. Mr. Kim had wanted to go on to high school, but he could not afford to. He worked hard to support his family; however, he never abandoned his desire to better his education. He attended an evening high school and graduated at the age of 25. In addition, he devoted himself to learning skills related to his work and he has acquired five kinds of national technical certificates. However, as he had not graduated from a university, he experienced great difficulty in gaining promotion at work.

In Korea if a person does not hold a university degree, his or her ability is likely to be underestimated in getting a job or promotion. In an attempt to improve his employment prospects, at the age of 35 Mr. Kim entered the Korea National Open University. However, he could not complete his studies because of his work situation.

In 1998, the Government established the Credit Bank System (CBS). The CBS is an open education system that recognizes learning experiences gained not only in school but also out of school. Kim enrolled in the CBS and was granted some credits from his previous study at the Open University and from his national technical certificates. In addition to these credits, he accumulated others through attending courses provided by CBS accredited institutions. After two years, he fulfilled the minimum credit requirements for a bachelor's degree and obtained his degree in February 2000.

Background and objectives

Education is in high demand in Korea, particularly formal education. Previously, students undertaking non-formal modes of higher education were not given formal recognition or credit. Education was considered as the sole domain of the formal school system. Such a belief on the one hand increased demand for universities and colleges to provide places and created excessive competition among students for these limited places. On the other hand, the value and power of non-formal education has been greatly undervalued,

even though it provided people with useful practical knowledge and skills that they were willing to pay for.

In 1995, a new education system to promote the development of a society of open and lifelong learning was proposed. The purpose of this new education system was to give people better opportunities to enhance their individual capabilities and to have their achievements recognized. The introduction of the Credit Bank System was one part of this system.

The CBS guarantees each student's rights to access learning, any time and any place, through a variety of ways. Students mainly get credits by completing programmes at educational and vocational training institutions, enrolling as part-time students in colleges or universities, acquiring various national certificates, and gaining qualifications through examinations. When a student accumulates the necessary CBS-approved credits, he or she can obtain an associate or bachelor's degree from the Ministry of Education.

The CBS seeks to provide further educational opportunities for students who are studying at post-secondary institutions and for adults who are seeking additional education and training. Innovative and flexible approaches are used that are quite different from traditional formal approaches.

Client groups

Anyone can benefit from the CBS, especially the following:

- high school graduates who were previously unable to attend post-secondary institutions
- college or university dropouts
- workers who hold professional certificates but have not acquired a university degree
- college or university graduates who wish to commence studies in a different field
- people who wish to acquire formal credits for knowledge and skills gained through self-instruction and workplace training and experience
- people who have studied at private institutions or junior colleges and wish to transfer into the university system

Implementation

The CBS provides associate and bachelor's degree courses through accredited educational institutions. Accreditation involves a formal evaluation of non-formal educational institutions and their subjects to identify if the quality of programmes and courses can be counted towards university or college equivalent credits. A non-formal education programme is re-accredited twice a year. The Ministry of Education in cooperation with non-formal education providers, universities and colleges, develops standardized curricula and pathways.

Impact

As of February 2000, 684 students have been awarded degrees through the CBS. The CBS encourages people to participate in lifelong education programmes by granting credits for various out-of-school learning experiences. It provides different ways in which adults can gain qualifications. In Korea, the implementation of the CBS is a turning point in transforming a closed education system to an open one. The system is promoting flexible and open learning.

Challenges and changes

Managerial aspects of the system need to be improved at the institutional level and at the central level of the Ministry of Education. There should be a more effective means of managing and reducing administrative workloads at educational institutions.

Ways of obtaining credits need to be more diversified in the future. The CBS needs to more aware of each individual's diverse prior learning, which might include other modes such as online learning.

Case Study 7 The Rural Vision Movement of Malaysia

Description

The Rural Vision Movement of Malaysia is a national strategy to encourage active participation of local communities in implementing social and economic development activities. The selected village under this programme is called a rural vision village. Kampung Chengal is the village selected for the purpose of this case study.

Issues and problems addressed

Kampung Chengal is a traditional village with many poor farmers. Like any other rural village in Malaysia, Kampung Chengal is committed towards the national effort to eradicate hard-core poverty. The Kelantan Poverty Alleviation Foundation of Malaysia participated in establishing a Rural Vision programme in Chengal. They established links with the Farmers' Association from Bukit Awang, an income-generation project for poor traditional farmers. The project involves commercial chili farming.

Approach

The approach followed in establishing a Rural Vision Village is called ***Total Development***. Under this approach a number of projects for the selected target group are designed. There are special continuing education activities created for specific groups to realize certain objectives. Target groups in each village are entire families, including the husband, wife and children. The curriculum of the programme is designed to transform rural traditional farmers into modern commercial ones. The activities and objectives of the programme are varied. However, the activities planned and implemented take the form of an ***economic package***. The focus is on ways to increase farmers' incomes and farming efficiency.

Economic package

The economic package targets the commercial farming of marketable chilies. Here is a summary of this package:

i.	Approach:	Total Development
ii.	Goal:	To improve the quality of life of the family through commercial farming
iii.	Target group:	Hard-core poor (taken from the poverty survey list)
iv.	Strategy applied:	Networking with public and private sector organizations

Members of the target group involved are:

No	Target group	Learning objectives
1.	Head of the household	To change traditional farming activities into commercial farming. Crop: Cash crop chillies Vehicle: Contract farming
2.	Housewives	To improve family management
3.	Children	• To improve education skills, especially in science and maths • To improve computer literacy skills • To improve oral English • To improve thinking skills and mind mapping

Implementation cycle

The contract farming package is jointly organized by the following:

Kelantan Poverty Alleviation Foundation (an NGO)
- Farmers Association Bukit Awang
- State Farmers Association
- Community Development Department (KEMAS)
- Cyber Community Learning Centre (PUTRA)
- Nestle (a private marketing company)

The implementation of each project cycle takes eleven months. It begins with the selection of a target group and ends with planning and training activities. The target group is taken from the survey list prepared by the national Government. It is available at all Government agencies in each district. Selected hard-core poor are invited to attend a special course where their needs and aspirations are identified. They are encouraged and helped to form a Rural Vision Village committee. A task force action committee is also formed. The target group undertakes the programme. Learners participate freely and may leave the programme at any time. Learning activities are designed in the field and the sessions involve learning by doing with successful farmers taking a leading role. While farmers are learning in the field, their wives and children attend other specific short courses. In this way, the knowledge and skills of the whole family increase, to their benefit and that of the people in the community who may have more chances to improve their quality of life.

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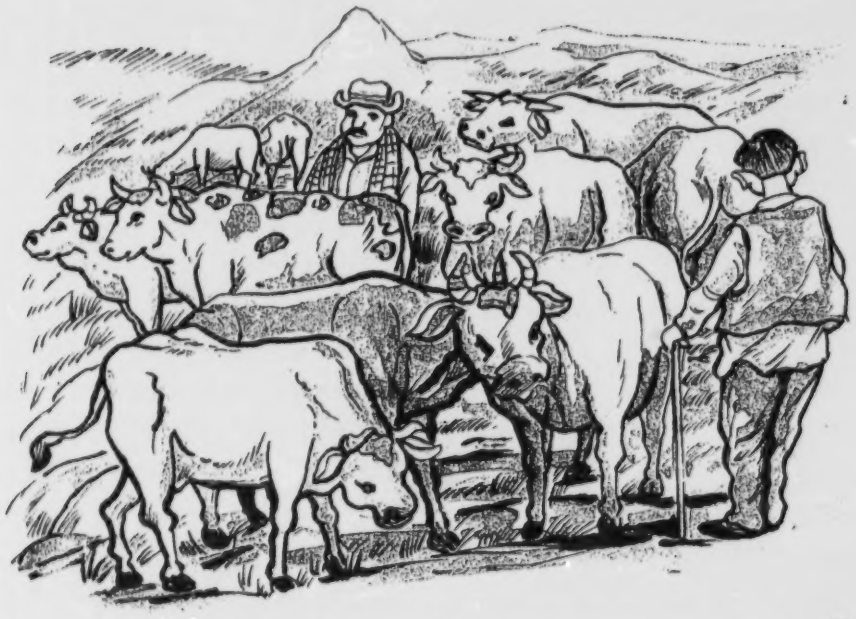
Replication

The process is repeated with other target groups. Following each group's programme, there is an evaluation. The assessment of the collected data enables the providers to improve and replicate the approach elsewhere. The approach is based on action learning where farmers receive practical help in ways to increase their incomes and improve the quality of their lives.

Case Study 8 Expansion of cattle rearing at the Budol CLC, Nepal



Introduction

Kabhrepalanchowk is a moderately hilly district in Nepal. There are three municipalities and ninety-three village development committees (VDCs). Banepa Municipality is one of the municipalities of the district. Budol is one of the rural wards of Banepa Municipality and it is situated about 30 kilometres east of Kathmandu, the capital city. Budol has a population of about 4,700 people, among which about 93 per cent are farmers. In 1995, the National Resource Center for Non-formal Education (NRC-NFE) established a community learning centre (CLC) in Budol, with the name of ***Samudayic Adhyan Kendra***.

This CLC has since established four other satellite centres in the ward under its management. A cattle-rearing project is one of the activities conducted by this CLC. The cattle farmers formed a group of 54 members. However, there is a lack of pasture as well as skills in handling cattle. The cattle-rearing project started to help the farmers in looking after their cattle properly. Cattle-raising is only one of the various income-generating programmes of the Budol CLC.

There were many possible agricultural activities that could be encouraged. However, this group chose animal husbandry as an area for development. Not every farmer in the locality has land for cultivation but almost all them have some cattle, goats and sheep. The farmers lacked cattle raising skills but they were interested in acquiring them. Thus it was necessary to conduct different training programmes and create learning materials for these farmers to improve their cattle rearing activities.

Special nutritious grasses, like amriso (Dale ghans) and jai, are needed to feed the cattle. These grasses could be planted in the community forest providing more and improved pasture for the cattle. The centre also encouraged the farmers to increase the number of cattle in the community.

Objectives

The general objective of this programme is to improve cattle rearing practices in order to increase the incomes of farmers, leading to an improvement in the quality of life.

The specific objectives are:

- to increase the number of cattle rearing farmers
- to provide knowledge about different animal diseases
- to provide farmers with knowledge, skills and new technology related to cattle raising
- to provide training in environmental protection

Approaches and processes

- Formation of groups
- Development of instructional materials about raising cattle
- Training for the facilitators
- Training for group members in cattle management
- Development of pastures
- Supervision, monitoring and evaluation

Besides income-generating activities, the District Education Office provides assistance in implementing different educational activities (literacy and post literacy programmes) and supplies materials for these programmes. In the same way, the Forests Department and Agriculture Department provide help related to animal husbandry, agriculture, pasture planting, and cattle and pasture management. For the effective implementation of CLC activities, NRC-NFE provides management training for organizers, technical resource development, and mobilization aspects. NRC-NFE has developed different CE materials and distributed these to various related organizations. These materials include booklets and posters.

Programme coverage:

- Sixty households in Budol
- Neo-literates, especially women
- Small farmers

Impact of the programme

- Farmers have increased their knowledge and skills related to cattle rearing, cattle related diseases and care.
- The output of milk has increased by twenty per cent.
- Farmers are engaged in producing amriso grass in a large quantity to provide favourable pasture for the cattle.
- Farmers have learned how to use dung as compost manure to increase their crop production.
- People started making and selling grass brooms.
- The quality of life in the community has improved.
- This programme got first prize in the district level competition for grass planting.

Case Study 9 The accreditation and equivalency (A&E) system of the Philippine Non-formal Education Project (PNFEP)

They call it ***The Diploma Disease***. Many people suffer from it. However, continuing education proves to be an effective cure for it.

Most people in the Philippines who do not possess a diploma or certificate wrestle with the slim chance of going up the ladder of *success*. Those who can further develop themselves through additional formal education or training may find jobs more easily than other people and gain contacts with individuals who may provide help in the future. This pervasive idea is deeply embedded in Filipino culture and thinking. In particular, an academic degree is highly valued.

The three stories below provide pictures of people's views and hopes of getting a better education, hopes that are realized by means of continuing education.

▶ Ernesto Bigsang Sr. is a villager from Mindanao, with high hopes for the future, who almost did not *make it*. He had to *drop out* of high school in his third year even though he was in the top ten of his class. Given the chance for further education later in his life, Ernesto pondered, *"I was quite confident that studying would not really be that difficult for me"*. The problem was that all doors for furthering his education had closed for him in his youth.

As an adult with leadership qualities, Ernesto was elected village chief of his village. With this extra responsibility, *"I lost all my chances to finish my schooling"*, he said with some regret. In other words, the lack of time deprived him of his own chance to complete his formal education. Because Ernesto had less time available, his eldest son had to take over looking after their little farm, which caused him to drop out later.

The parents whose children drop out of school tend to be dropouts themselves as was the case with Ernesto. His second child and eldest son failed to complete the first academic year of high school three times.

In 1999, the Accreditation and Equivalancy (A&E) Programme conducted the first pilot equivalency examinations. Both father and son tried their chances and fortunately passed the examinations. Now the high school diploma that Ernesto earned is, to him, a source of joy as an individual, a father and a community leader. This achievement would be his passport to other opportunities such as entering a university. For Ernesto's family, the achievement means an improved life, increased self-esteem and even a completely different world. Ironically, he earned it without even actually spending the required number of years in the formal school system.

What made this possible? Ernesto continued learning after he left formal school. *"As a village official, I have to participate in many training seminars and workshops. When I submitted my biographical data or simply filled out a form, I had to confront my low educational attainment. Some seminars required participants to be at least high school graduates. Moments like these, on the one hand, would irritate me and make me pity or lose confidence in myself. At times, too, I would feel that I did not belong to the training groups. On the other hand, I was motivated and determined to improve myself. The seminars and workshops definitely provided me with opportunities to do so"*.

The actual social and civic responsibilities and training opportunities like these obviously provided Ernesto with useful learning. With the A&E System, the prior learning of knowledge and skills is recognized.

▶ Dennis Jaromay is a young man living a simple life yet having noble dreams. Early in life, he aspired to get a good education, serve his fellow men, and live in peace and in faith in God. Being conscious of the poverty in which his family of seven had lived for many years, he wished to avoid the kind of difficult life that his parents had gone through. Reacting to this experience, *"My wish in life is to be able to show to my children what it means to have responsible parents"*, he said.

Dennis is an out-of-school youth who lives in the city of Mandaluyong, one of the fourteen cities and municipalities comprising Metropolitan Manila. Because of poverty and the troubles affecting his family with separated parents, Dennis and his siblings had to stop their schooling. He was the only one who managed to reach the second year of

high school. He was able to get a job as a helper at Shoe Mart, a large shopping mall, but Dennis knew that most young people could find a job like this. He wanted to further his education in order to find a more decent job, so that *"when I face other people, they will not look down on me. Being highly educated is the only means for me to lift my family up from our dire situation"*.

However, like many other 20-year-old youths, Dennis did not find that it was easy to go back to school. *"I already feel awkward to go back to a regular secondary school. Besides, it is extremely difficult for a worker like me who is tied down to an eight-hour daily routine or longer"*.

Mandaluyong City is one of the areas where the Bureau of Non-formal Education of the Department of Education, Culture and Sports (BNFE-DECS) tried out the A&E System. Information on the benefits of passing the qualifying test reached Dennis. He was one of those who passed the test and then he went to several colleges and universities to inquire about his chances of enrolling in a tertiary education course. He faced many difficulties but he persisted until he was admitted into the Hotel and Tourism Institute of the Philippines. He also got a scholarship from the Technical Education and Skills Development Authority (TESDA) after passing its examination. Dennis now feels sure that the cycle of poverty and hopelessness within his family has finally been broken.

▶ Aldrin Francisco is 25 years old and did not complete his second year of high school. He tells his story: *"Because of poverty, I had to support myself by doing odds jobs in the wet market in Sta. Mesa"* (some 25 kilometres away from his home in Novaliches, an eastern suburb of Metro Manila). *"It was very hard for me to study as well as work, so I dropped out of school. Later when I was working in a factory, I lost the chance of going back to school. It had always been my ambition to finish even secondary education in the past ten years but this was simply no longer possible"*.

"I am quite lucky that my former teacher encouraged me to try and join the A&E Programme's first batch of examinees. She also helped me prepare for it through non-formal education (NFE) learning modules". Aldrin passed the equivalency test, which soon earned him an equivalent of a four-year secondary school diploma.

Aldrin is thankful to his former teacher and Programme Instructional Manager for the NFE modules, which prepared him to pass both tests. Afterwards, he also passed the entrance examination for Civil Engineering Technology at the Technological University of the Philippines (TUP), one of the leading state institutions in the field of technical education. The three-year diploma qualifies him to be a technician and for admission to an engineering degree later. Aldrin now is working in a real estate firm and is looking forward to a much brighter future.

Aldrin's personal wish reflects changed values in his life: *"I hope that more youths like me who have lost opportunities in life and others who have lost their goals may benefit from the A&E Programme"*.

Some comments

1. Despite not completing regular secondary education, Aldrin Francisco and Dennis Jaromay ranked 21 and 28 among the 100 TESDA applicants who passed the scholarship examination while four graduates of formal high schools failed the test. This illustrates the fact that with maturity and persistence, the proper motivation to go on learning and some institutional support by both non-formal and informal education, learners can take advantage of opportunities for upward social mobility.
2. Now in its second year of implementation and with a total of 2,898 out-of-school youths and adults passing the equivalency test, the A&E Programme won an important UNESCO literacy prize in July 2000. It consisted of a cash award of US$15,000.00, a silver medal and a diploma of merit. The Programme was cited for the ***noble mission of helping the Filipino people to empower themselves***.

Case Study 10 The Community Savings Bank: continuing education at the village level in Thailand

Tambol Klong Pia is an isolated village in Jana district located in Songkhla province in the south of Thailand. There are about 4,800 inhabitants with an average of 5 people in each family. Because many of the younger people have moved to the city, there are a significant number of older people in the village.

The lifestyle of the villagers in the past was similar to other rural communities in Thailand. People were poor and living a hard life. Many families were in debt. Villagers had low

People were poor and living a hard life. Many families were in debt. Villagers had low levels of education – some had completed primary education but most of them relapsed into illiteracy. Opportunities for further learning were rare.

The low education prevented the villagers from developing their vocational skills. Also, there was no appropriate technology to be used for crop improvement. They suffered from severe drought, which further impoverished their lives.

In this desperate situation, the villagers realized that they had to do something to break the cycle of poverty. To accomplish this, the villagers were aware that increasing their level of education would play an essential role. With the increased education, it would be easier for the villagers to acquire new skills and knowledge to improve their farming or help them set up other income-generating small-scale businesses. All these activities required financing; thus the villagers chose to set up a community savings bank to raise some funds. After a few years operation, the bank has been very successful.

The Department of Non-formal Education was interested in conducting a survey on the community savings bank to identify the reasons for its success. The results of this survey are of benefit to other villages that are interested in using the community savings bank approach to help reduce poverty in their communities.

A potential leader of the village

In the village, a leader has great power to influence community activities. The villagers tend to follow a leader's suggestions. In the case of Tambol Klong Pia, Mr. Amporn Duangpan was the leader of the village. He had low educational attainment, completing only grade four, but his educational and leadership potentiality was high. He used his experience of work in the village to help his fellow villagers. He recognized that the village needed to develop a better economic base. He suggested to the villagers that they should save some money for raising capital to invest in small community businesses. The villagers could borrow some of this money and pay it back with interest. Some money should be deposited in the bank and the rest returned as a dividend for the shareholders.

Learn how to set up and run businesses

To establish a community savings bank, the villagers participated in a meeting. Mr. Amporn took the leadership role. They decided that they should raise money to invest in small businesses. To do this, they would not borrow money from middlemen or banks; instead, they lent money among themselves. At first there were 51 villagers from 10 villages who became shareholders of the community savings bank, with a total of 2,850 Baht collected.

Then they went to community development workers for advice on how to set up a bank. They followed this advice and all of the appropriate regulations. However, after a year of doing business, the bank failed.

They wanted the bank to continue, but they did not want to follow the steps of the Government any more because they were not flexible enough. Therefore, the shareholders

the bank, the staff and the committees of the bank focused on each villager and the community's needs, aspirations and lifestyle.

With these new regulations, more and more villagers applied for shares in the bank. Some money was available for loans. Everyone could apply to borrow money to invest in all kinds of businesses. In addition, shareholders received a dividend for the money that they invested in the bank.

In 1999, the membership increased to 4,465. A large sum of money had been deposited-approximately 48 million Baht (US$1,116,000). It took 17 years to achieve this. The interest was returned to the members and was also used in community welfare projects, particularly for health care, retirement pensions for staff, funeral costs of members, loans for educational resources and learning activities.

The community savings bank is one of the best models for continuing education in Thailand. It shows how villagers can actively work towards breaking the poverty cycle. Learning was a key element in the success of this bank. The villagers first learnt about how to set up and run a bank. This learning involved outsiders giving advice. However, it was mostly self-directed learning and experience. The villagers learnt a great deal about setting up and running businesses through formal training and their own informal experience. Learning improves work and economic activity as well as informal communication among people. The members developed self-reliance and the habit of learning.

Key steps

From the experience of the community savings bank, some key steps were identified that might benefit other continuing education programmes.

Step 1 – *Make policy :* Villagers develop their own policy about running the bank. They conduct a self-management process without intervention from outsiders. It is a true self-help, self-managed project. It reflects participation and empowerment of people.

Step 2 – *Write a motto :* The members come up with a motto to give them moral support.

Step 3 – *Recruit members :* Every villager has an equal opportunity to register as a member of the bank.

Step 4 – *Form committees :* Some villagers are selected to join the committees of the bank.

Step 5 – *Establish ways to administer capital and loans :* To run the bank effectively, the bank committees conduct group meetings regularly. At these meetings, the members share ideas and opinions on how to organize the bank funds, balance the budget and improve the village lifestyle. Group participation creates a democratic consultative approach.

Step 6 – *Learn through networks :* Through seminars, group meetings and study visits, shareholders learn and discuss the strengths and weaknesses of the community savings bank. They also share knowledge and experience at these meetings.

Step 7 – *Learn through doing the actual work :* People involved in the bank learn about marketing, bookkeeping, and managing capital and loans for investment. They learn vocational skills in combination with literacy and numeracy practice. All activities of the bank become continuous learning activities.

Step 8 – *Acquire non-formal education :* The bank's success and the satisfaction of the individuals involved require educational and training support from government and non-government education agencies.

Step 9 – *Learn through obtaining information :* Daily radio broadcasts from Public Relations Radio Thailand provide additional information to help villagers. In addition, a community learning centre is available to further facilitate education.

Step 10 – *Learn to sustain the business :* The members are encouraged to be involved in all affairs related to the bank and community development. This involvement leads to a feeling of pride and accomplishment. The sense of ownership and the recognition gained because of success are some of the factors that have made this bank and the business it supports a model of good practice.

Conclusion

The community savings bank helps villagers learn how to live better. Everyone is motivated to share responsibility in solving the problems that they face. Villagers are involved in all the activities of the bank and thus increase their self-reliance. They learn how to work in groups and follow community principles related to their lifestyles. Most importantly, they have control over their lives and cooperate to improve living standards. The case of the community savings bank proves that people gain knowledge through self-paced, self-directed learning.

Effectively Implementing Continuing Education

CHAPTER FOUR

Introduction

In Chapter Three, we examined different kinds of continuing education activities. It may be possible to implement some of these activities in our country at the community level. The case studies presented in Part II of this handbook will give us further insights for managing our continuing education activities effectively. We have to keep in mind that not all the ideas given here may be useful in every context. Therefore, while reading the cases, we should note the key features that we could adapt according to our country and community needs.

If we are interested in helping our people come up with continuing education activities, we should be able to answer these questions.

- Will the activities sustain community interest?
- Will the activities selected be appropriate for community needs?
- Who could help us in developing community-based continuing education?
- Who will help mobilize the community and its resources?

Winning the confidence and involvement of the community is the most important step in implementing effective continuing education activities. In other words, we need to learn how to win the trust and confidence of our people first. This is not always easy and there is rarely a short cut. Besides, winning trust, confidence and the involvement of people is an ongoing process. If we implement activities systematically and ensure community involvement at every stage, then people will trust us and feel ownership. Thus from the very beginning we have to be clear that a learning centre may be assisted or supported by external agencies, but in the long run the community should be the owner.

Like many other community development activities, successful continuing education activities require the following:

1. Community mobilization
2. Community participation and ownership
3. Understanding the community
4. Planning and organizing
5. Mobilizing and managing resources
6. Local curriculum and materials development
7. Capacity building
8. Networking and linkage
9. Monitoring and evaluation
10. Documentation and dissemination

Our willingness to learn from our work and experience and therefore improve our continuing education programmme is most important if we want to be successful. As change agents, we aim to do the best for our communities to help the community initiate,

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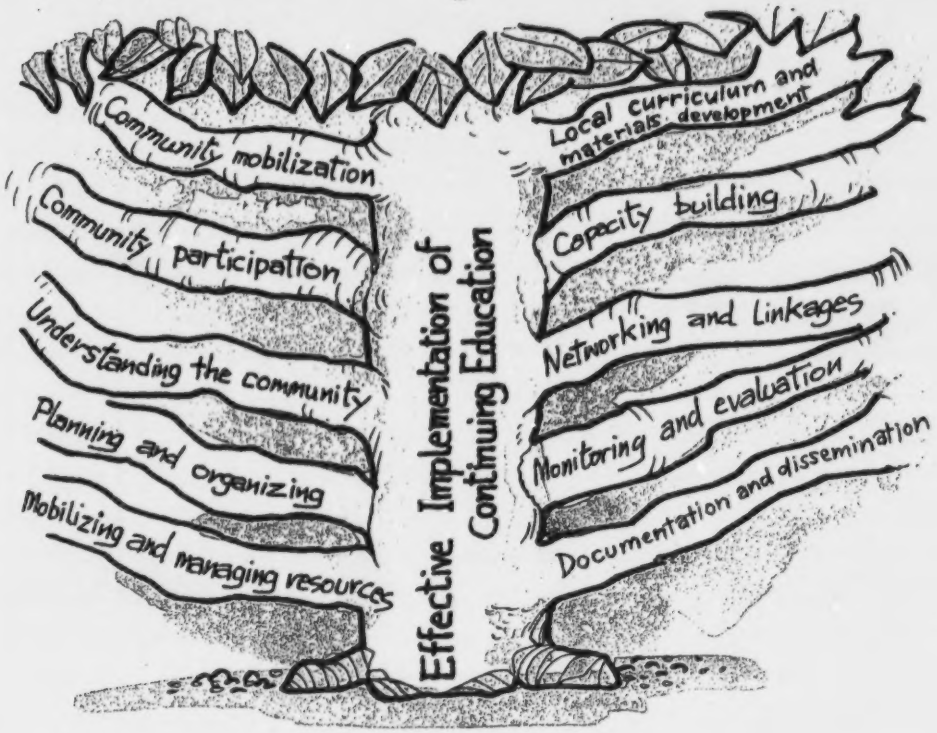

manage and continue their self-help programmes. We will learn more about each of the above requirements in the following sections as these can be used as a guide for work in our communities.

1. Community mobilization

Community mobilization is a very important for any community development activity. Let us look at the following story before discussing community mobilization in detail.

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The Primary and Mass Education Division of the Government of Bangladesh had conducted a Total Literacy Movement (TLM) in Alamdanga village. Under this programme, all illiterates undertook a six-month basic literacy course. However, due to a lack of practice, people gradually became illiterate again.

Some enthusiastic young people observed this problem closely and discussed it with some of the adult learners in the village. These neo-literate individuals were interested in continuing their education. As a way of addressing the problem, they started a learning centre to facilitate literacy development. At the beginning, learners' attendance was quite encouraging.

However, within a short period, attendance declined dramatically. The youths became frustrated and tried to identify the reasons why. They discovered that:

- people were not clear about the activities offered by the learning centre
- illiteracy was not considered a core problem for the community

Some of the community people have the impression that the youths had established the centre for motives of their own.

The youths discussed the establishment of the centre with some of the neo-literates but not with the community people as a whole. As a result, most of the community people were not clear about the activities of the centre and doubted that these could bring positive change for the whole community. The youths now understand that before starting any community activity, everyone in the community should be informed and involved for it to be effective.

Understanding community mobilization

Community mobilization means raising community awareness of its problems and needs as they affect daily life. This awareness leads the community to take collective action to improve the situation using local and external resources.

People living in under-developed areas with low incomes are often preoccupied with their livelihood. They have little opportunity to think and discuss their common problems and then collectively find solutions. In such circumstances, a motivational approach is a good way of getting people to focus on their real problems. Before starting any community development activity, we must consider ways to mobilize the community. Community mobilization is for:

- establishing community commitment,
- ensuring people's participation,
- identifying and utilizing resources, and
- activity and sustainability.

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If the community is not mobilized properly, then the community will consider development activities as an ***outsider project for the insiders***. In addition, activities will fail or the results will be poor. It is only when people recognize that a community problem exists and take an active role in solving this problem that effective development can be achieved. Community mobilization is about getting the community enthusiastic and active in the process of development.

Process of community mobilization

These are some of the ways of mobilizing the community.

Face to face discussion

Purpose

- Identification of individual's feelings and understanding on any issue
- Orienting individual to implications of emerging issue

HOW

- Select target person
- Set schedule (not for a long period)
- Prepare the issues for discussion
- Conduct session

Some tips

- *This session could be organized with key members of the community; those who are not interested in joining a group or general gathering but can make a contribution to the programmme.*
- *The discussion must be democratic, with equal participation by both parties.*

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Small group discussion

Purpose

- Reaching a group who are living nearby and not involved in a general forum
- Getting group feelings and comments on any issue
- Raising commitment to action

HOW

- Set schedule and invite group accordingly
- Prepare the discussion topics
- Allow people to express their own ideas and thoughts
- Facilitate discussion towards an action-oriented commitment

Some tips

- *One facilitator will find it hard to manage a larger group (more than 20).*
- *The elites or influential persons may dominate the discussion.*
- *The facilitator ensures that everyone can contribute to the discussion.*
- *The facilitator can ask a village leader to chair the meeting.*

Focus group discussion

Purpose

- Responding to different groups in the community
- Identifying specific roles and responsibilities for implementing community activities

HOW

- Define focus group on the basis of gender, profession (farmer, fisherman), religion, age, social status or literacy background
- Finalize schedule and prepare accordingly
- Allow participants to contribute their own thought and ideas
- Help participants to link their responsibilities to specific action

Some tips

- *In a focus group people share a common interest or background.*
- *Discussion must be relevant to the focus group's interest and needs.*
- *The group itself identifies its own needs and actions.*

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Puppet/local drama/folk song/poetry recitation/theatre show

Purpose

- Disseminating information in an attractive, interesting and effective manner to the community
- Promoting local cultural activities
- Reaching a wide range of the population

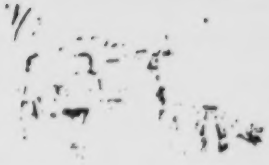
HOW

- Identify performers from the community
- Specify information/message and prepare performers accordingly
- Invite people and select proper venues (within the community)
- Provide resources/materials

Some tips

- *Make sure that the message presented is appropriate; otherwise, people may enjoy the performance and not get the message.*
- *Activities must be culturally sensitive.*
- *Involving community performers will ensure greater community participation.*
- *Involve local schools (teachers and children) in the performances.*

Cultural and religious performance



Purpose

- Involving different indigenous socio-cultural and religious institutions in mobilizing the community

HOW

- Identify the relevant institutions or people
- Discuss the purposes and process of dissemination
- Invite people and select proper venues (within the community)
- Ensure resources/materials

Some tips

- *Make sure that the message is appropriate.*
- *Make sure that activities are sensitive to local religion and culture.*
- *Involve local religious leaders in the process.*
- *Involve community-based institutions and local performers.*

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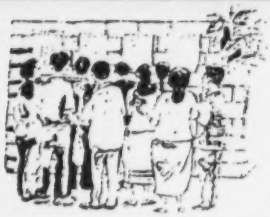
Poster/leaflet circulation and organizing a rally



Purpose

- Using visual materials for creating awareness of different issues
- Involving community people in a social movement or a certain issue

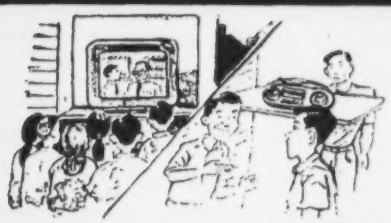
HOW

- Specify the message for poster/leaflets
- Prepare some models and finalize accordingly
- Assign responsibility to specific people or institutions
- Choose place for display where maximum number of people can see
- If rally is organized then use those in rally.

Some tips

- *Rallies and posters are appropriate for the celebration of different international or national days like Literacy Day or Women's Day.*
- *Literacy students can help produce posters or leaflets.*
- *Community leadership support is necessary for any rally.*
- *Local institutions must be involved physically, financially and technically.*

Local radio/television broadcast



Purpose

- Reaching many people in different locations

HOW

- Select the message for broadcast
- Design form of presentation (newscast, drama, song or any other)
- Make an agreement with broadcast agencies including time of broadcasting
- Verify whether people have understood the message through survey and discussion

Some tips

- *If possible, link with existing broadcasts or programmes.*
- *Use local technical resources in the community, if there are any.*

Some considerations

- Awareness building and community mobilization form one continuous process.
- Local people should be involved in community mobilization and dependency on outsiders should be reduced gradually.
- Local culture, values, wisdom and practices should be taken into consideration.
- Mobilization activities should be diversified rather than repetitive.
- Mobilization activities should be aimed at the wider community rather than just a target group of learners.
- Local resource institutions should be utilized for technical assistance.

2. Community participation and ownership

In a previous story, we have seen that a group of youths failed to manage a learning centre due to a lack of community awareness and mobilization. Despite the group's energy, enthusiasm and commitment, the centre failed. However, they were able to learn from their experience. How were they able to do this?

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The youths identified some people who were interested and enthusiastic. They met with these people and together they prepared a plan of action to mobilize the community. This plan was put into action. Part of the plan involved meetings with different stakeholders including the chairman and members of the administration, youth group members, religious leaders, key villagers, local business and social institution representatives and government workers. These meetings focused on the following topics:

- *illiteracy as the core problem of the community*
- *ways to collectively address this problem*
- *sources of assistance*

The youths were quite impressed with the responses from these people. They did not find anyone who was discouraged or negative; instead, people demonstrated strong commitment to the activity.

The chairman of the council ensured a place for the learning centre, local institutions agreed to provide learning materials, and government extension services (family planning, health, and agriculture) agreed to run their programmes through the centre. On the whole, people came forward to participate in the centre.

The youths were successful because they established good rapport with the community through mobilization activities. The people of the community came forward to participate because they were invited to be involved.

Community participation occurs when different members of the community involve themselves at different stages of programme implementation. This involvement leads directly to programme ownership. Some of the case studies in this handbook illustrate this process. In Thailand the development of a community savings bank was an initiative of the people to address their common goal of economic development. Also the ***Gonokendra*** model in Bangladesh shows the critical role that the community needs to take in participating together to accomplish social and educational development.

Community participation results in mobilizing resources, sharing responsibilities and establishing a sense of ownership to sustain community development activities. In the long run, the community will be able to implement and manage their own programmes with assistance.

Ensuring community participation

Community participation is a continuous process. People can participate at different stages of implementation (planning, organizing, managing, monitoring and evaluating) if they are mobilized properly. From our experience in managing learning centres, we have seen people participate by:

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- contributing thoughts, ideas and information
- listening to other opinions
- providing material support
- contributing towards operational costs
- sharing labour
- lending equipment
- providing facilities
- providing logistical support

There are many ways in which community people can participate and contribute to continuing education in our community. Facilitators can promote this participation in various ways:

- meeting with different stakeholders to specify activities, prepare plans of action, identify and mobilize resources
- sharing responsibilities with community people in managing activities
- encouraging local people to form management units to monitor, supervise and advise learning centre activities
- organizing meetings with the learning centre users on a regular basis to gain feedback and suggestions for further improvements
- disseminating reports on progress and achievements to various people, institutions and departments
- organizing public issue-based discussions with resource people from different government and non-government institutions or departments
- celebrating different international and national days (women's day, literacy day) with community people through local cultural activities
- networking with other groups and organizations

Ensuring community participation depends upon factors such as culture, capacity to respond, awareness of the issues and commitment to deal with the problems. Above all, as facilitators we must have a positive attitude towards community participation.

3. Understanding the community

Let us think about our community. Traditional beliefs may play an influential role. There may be a large number of people living in poor socio-economic conditions. A significant number of people may be illiterate. Women may have low levels of education due to sexual discrimination, and there may be many young people unemployed and without direction. In such a situation, how might we respond? Let us look at a story that could give us some guidance.

SAKTI (an NGO) started a community learning centre near a marketplace and appointed Ms. Yasmin as facilitator. She is from a rich family and is a university graduate. She started her work in the centre full of commitment. She collected materials (mostly reading) from different sources. While she was collecting learning materials she mostly obtained items of interest to her without thinking about the interests and needs of the community. The centre was only open from 4 pm to 6 pm every day as Ms Yasmin was continuing her own education during the day. At first, people were interested and a small number of learning materials borrowed. However, as time went on, fewer and fewer people visited the centre. SAKTI found that this centre was not offering much for neo-literates and their educational and socio-economic needs. Finally, SAKTI decided to close the centre.

SAKTI personnel analyzed the situation and found that they did not know the community people very well. They identified the following problems:

- The centre opening hours were not suitable for the villagers.
- The learning materials did not meet community needs.
- There were limited activities for community development.

Reasons for getting to know the community

Effective community capacity building processes require a deep understanding of the community: its people, cultural values and practices, socio-economic status, needs, wants,

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local resources, and infrastructure facilities. These processes must allow people to learn about themselves. As community people better understand their situation, they will be more active in improving it.

Getting to know the community

There are two ways to get to know the community – direct and indirect.

Direct approaches involve community people directly in collecting information about themselves using different participatory methods. In this way we, together with community people, are able to better understand the community's problems, needs, hopes and options for the future. There are many different participatory methods we can use to collect information.

Methods	Note for the facilitator
Semi-structured interview (SSI) of individual & group in the community	◦ Based on secondary information about the community prepare an outline of questions to obtain more information. ◦ Organize SSI with key informants, small groups and focus groups or a random sample of the entire community. ◦ Record results of discussion with permission of interviewee.
Preference ranking	◦ Ask community people to identify their problems, needs and wants and then rank them on a list. ◦ Determine how many people show interest in each item. ◦ Make sure that people take charge of the process.
Social mapping	◦ Organize a small group at the community level and indicate to them that we would like to know about a small segment of the community. We are looking for information on the physical situation, households, sanitation facilities, social/ educational/ religious/commercial institutions, etc. ◦ Ask people to select one volunteer to draw a map either on a poster/flipchart or on the floor with help from everyone. We are not looking for a professional map but accurate first-hand information from the community people themselves. ◦ Facilitate the process and take notes as people analyze their own situation, try to understand the problems and reach a consensus about what to do next.

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Indirect approaches involve collecting information about the community from secondary sources and analyzing the information. Secondary sources can be reports produced by government and non-government agencies at national, regional and provincial levels. We can use this secondary information directly or use it to identify areas where we need further information.

These are just some of the techniques that we can use. However, there may be other methods indigenous to our community. Any method is good if it works. The methods may vary but the goal is the same.

In our attempts to collect information to better understand the community, we should focus on:

- previous educational activities and their effectiveness
- the specific learning needs of the community identified by age, gender, socio-economic status and occupation
- local cultural practices
- the availability of resources (institutional, individual, physical)
- the community vision and the national vision

Our information collection will result in a community profile. This profile can be considered as baseline information. It will help to prepare our operational plan and to set indicators for monitoring and assessing outcomes. Community people should be fully involved in creating and in updating this profile on a regular basis.

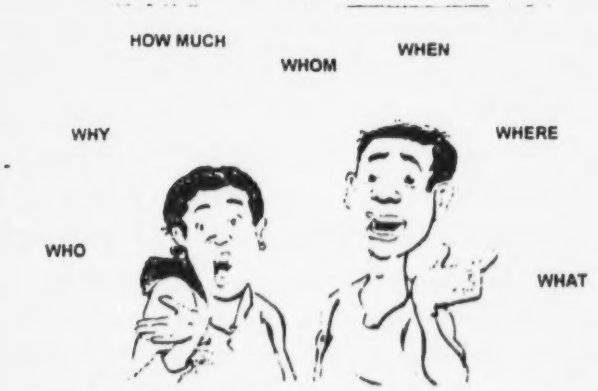
4. Planning and organizing

We now have some understanding of our community situation, needs, capacities and possible options for development. The focus of our discussion has been on the community. We can move towards thinking about the role of community-based planning and the organization of activities for continuing education using participatory techniques.

Understanding planning

In general, planning is a process of laying out a course of action according to a set of requirements. Very often this process is controlled and decided by senior level management personnel, even though it is for grassroots communities. This approach rarely ensures people's ownership of the planned activities. Thus our concern is to establish participatory planning that results in shared responsibility for our community learning centre.

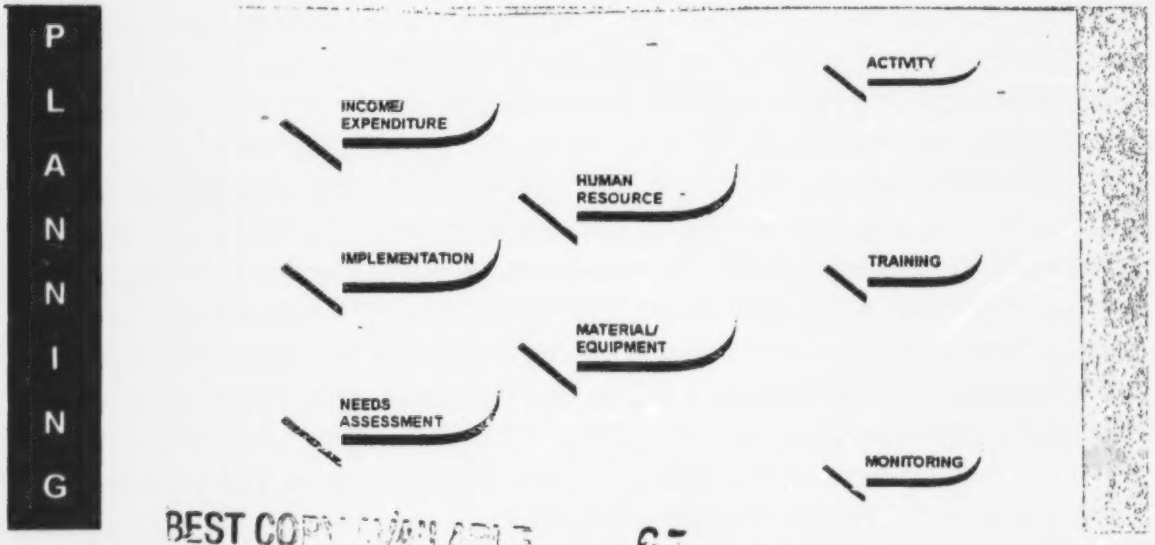
Participatory planning is a process where those involved or affected by continuing education are the ones involved in the planning. This collaborative participation in planning is very important for success. When we think about any plan, we think about answers to the following questions.



There are various ways that we can classify plans:

- *Time-based planning* is linked to a certain period of time. It describes what outcomes will be achieved in a specific period of time.
- *Activity-based planning* is focused on a specific activity.
- *Person-based planning* is focused on individuals.
- *Budget planning* is focused on the economic parts of a project and describes them in terms of income and expenditure.
- *Planning a learning programme* is concerned with the future expansion of educational and learning needs of any society or individual.
- *Community/institution-based planning* is planning for the development of a learning society or planning for institutional sustainability.

Planning is an integral part of every stage of activity implementation, which means that planning is very wide in scope:



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Problem analysis and identification of possible solutions

We can start our planning by analyzing a problem that exists in the community. As previously indicated, planning should be participatory in nature involving the community people through interaction. Our role is the facilitator of the process. The following example could be helpful for us.

Identification of problems	Identification of causes	Identification of possible solutions
Neo-literates are gradually becoming illiterate.	• Little interest in further education • Lack of relevant learning materials • Lack of physical facilities and so on	• Need for encouragement and motivation • Creation of opportunities where neo-literates can join in post-literacy classes • Ensure relevant learning materials relate to practical life needs

Prioritizing possible activities

After analyzing a problem, people need to identify and prioritize possible solutions. To solve any problem, we may need a range of activities. In developing a plan, we need to consider the seriousness of the problem, the community's capacity to respond and the availability of resources. Often we have to move gradually in both planning and action, and we cannot solve all problems at once. Prioritizing activities will help us to decide which problems to address first.

Community capacity analysis

Analyzing community capacity to respond is an important task in problem solving because it will help us understand what we can achieve. In addition, this process will help people to identify both existing and required resources for implementing activities as identified earlier. The following checklist can help us.

Area	Yes	No
Technical		
Do we have the capacity to train facilitators? *Do we have the capacity to prepare a plan of action for one year?* *Do we know how to prepare a budget for the learning centre?*		

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Area	Yes	No
Financial *Do we have enough money for the activity?* *Do we have enough money for purchasing learning materials?* *Do we have money for organizing skill training for the neo-literates?*		
Physical *Do we have enough space for the CLC?* *Do we have furniture and other resources?*		

There may be a scarcity of many things that we need. We can identify outside individuals or government, non-government and private institutions who can cooperate with us in managing our continuing education activities more effectively.

Organizing resources and work

Our plan will tell us what we would like to happen. For effective implementation, we need to specify other things such as who will do what and how they will do it. Thus, we need to:

- identify the available human resources based on each person's interest, capacity and availability
- delegate responsibilities
- prepare a schedule of tasks including the logistics required
- document the plan
- make a backup plan

Implementation of activities

Through an organized process, we have identified our objectives and selected relevant activities and resources to achieve them. Now we can look at implementation. Through discussion, we need to identify specific roles and responsibilities of various community people. We need to know who will be on the advisory board, who will supervise day-to-day work and who will look after financial management, for example. In many countries, there are management committees to oversee the activities of community learning centres. However, it is most important that the local people are owners of the centre. In all respects their involvement is critical.

Some considerations

- When doing our needs analysis, we need to be aware of the influences of different groups and individuals. We need to ensure that everyone has equal input.
- Community people must be involved in every stage of the planning process.
- All actions in an action plan need to be realistic in terms of the community's time, money, capacity and resources.
- Planning should not just be a response to community needs but also strengthen CLC management capacity and its sustainability.

5. Mobilizing and managing resources

So far, we have looked at some effective processes to facilitate community understanding, participation and mobilization. We will now discuss mobilizing and managing resources in the community. However, before we start, let us first read the story below, which will help us understand this topic better.

Changes in a fishing village

Lupon is a small fishing village in the southern Philippines where some CE programmes were introduced. The facilitators introduced new fishing technologies to help solve the low-income problem of fisher folk. They emphasized the need to use larger motorized fishing boats that are able to go far from shore to get bigger catches. The people of the village received training in deep-sea fishing. They worked in coordination with traditional but knowledgeable fishermen and the local government fisheries office. They conducted regular community meetings with resource persons teaching fishing-related procedures to increase income generation. They discussed updates on the fishing industry including strategies for marketing and credit.

After a year of training in new fishing systems, Lupon underwent changes. Houses were improved and electricity was installed. A secondary school was established. Family incomes increased. People of the village became aware of the advantages of the new technologies. Active participation in community activities increased.

Indeed, the changes in the community were rapid and positive indicators of overall development.

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What do you think were the things that made Lupon's development successful?

Lupon was successful because of a good approach to continuing education. This approach emphasized the following activities: updating the knowledge of traditional fishermen, purchasing new equipment such as larger motor boats, developing new ways of fishing, obtaining fishing updates from the local government fisheries office and training everyone in the community involved in fishing. All of these activities required the development of community resources.

What are a community's resources?

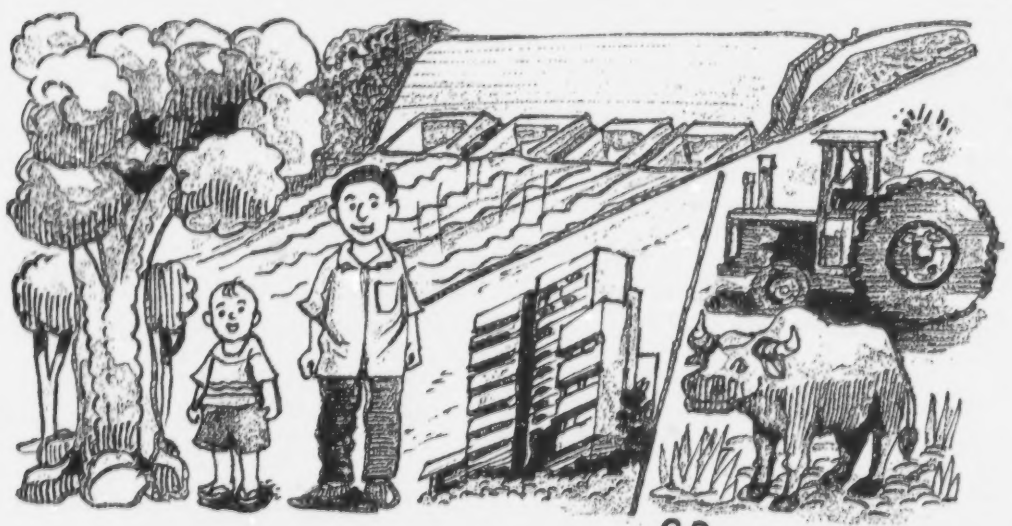
Community resources are all the things found in the community that we use to support our continuing education activities. Community resources contribute to the achievement of continuing education objectives in our community. For example, community resources may include:

- community people
- money
- material support such as fishing equipment and reading materials on fishing
- values and customs
- sites where learning will take place

Some of these resources are physical while others are not. Physical resources refer to those that can be seen and touched:

- human, e.g., learning facilitators, local government officials, leaders
- machines, e.g., farm equipment, vehicles, computers
- money, e.g., seed capital, funding for small-scale industry
- land, e.g., sites for our learning activities
- buildings, e.g., learning resource centre, classrooms for workshops
- material support, for example, posters, cassette tapes

Our non-physical resources that cannot be seen and touched include the following: values, beliefs, customs and traditions, leadership ability, cooperation, influence and the like. These also contribute to the effective implementation of continuing education and therefore they can be used.



Finding resources

Resources can be found in many places. They are all around us both inside and outside the community.

Sometimes resources are provided by other organizations. Services such as health, post, irrigation and sanitation provide resources. Organizations of women, farmers, families and youth are themselves resources from where other resources come. There are also infrastructure resources such as roads, electricity, irrigation or telephones.

Many of these resources are available for us to use. They are just waiting to be mobilized and managed by the community itself for continuing education activities. However, we need to mobilize and manage these resources to make our continuing education activities work in better and more effective ways.

Understanding mobilizing and managing resources

What do we mean by mobilizing and managing resources?

Mobilizing resources means identifying and prioritizing the available resources for use in continuing education activities and using these resources in the best ways that we can. Resources are usually scarce so we need to do the best with what we have.

Men and women involved in continuing education activities should be good at mobilizing and managing resources. If they are not, they should be helped in this through training, either face-to-face or self-study. Training will help make resource management more efficient in terms of saving time and cost.

Process of mobilizing and managing resources

Mobilizing and managing resources is a way of marshalling and harnessing them. To be effective, the process must include the following steps:

Identification and/or collection

What resources are needed? What resources are available or already existing in the community? What resources are not found in the community and need to be obtained from outside?

Selection and prioritization

What resources will sustain programme implementation? What resources will be used? What are the advantages/disadvantages of using these resources?

Utilization

How could we use the resources to the fullest? To what extent can the resources be used for continuing education? How can the use of the resources be sustained?

Resource identification requires a ***community survey of available resources***, particularly those that could be used for continuing education.

Not all available resources can be used. Resources need to be identified and prioritized according to the needs of the community and the continuing education activities. We can determine priorities for their use by considering their advantages/disadvantages, their feasibility and their practicality.

Utilization means using the resources well. Waste should be avoided. There are resources that cannot be used again and therefore they should be managed with care.

Resources should be mobilized and managed at the right time and the right place. When we mobilize and manage our resources, we do it from the beginning until we achieve our objectives within a set time frame.

The process of mobilization and management can be done in a system that is called a ***delivery system***. An effective delivery system requires good networking between individuals and organizations.

The first and the most important of the community resources that need to be mobilized and managed are the human ones, namely the people in the community who could help implement continuing education. To become an effective human resource, ***training is necessary***, especially competency-based training in the roles and functions of continuing education. Trained human resources will improve the efficiency of the delivery system. The quality of continuing education will also be improved.

Besides the manpower involved, we must select and decide on good technology, another resource that can be used in continuing education. Technology can be soft and hard.

Soft technology refers to tools that assist in thinking. It also includes means to communicate with our target groups. There are many soft technologies available in our community that we can use in continuing education, for example, puppet shows, songs, drama and other culture-based means to inform and convince. ***Hard technology*** includes those devices that help our muscles to do our work easily. Tractors, bulldozers and lorries are examples of hard technology.

Selecting appropriate technology is important because some people in our village cannot use modern high technology. In some remote villages, electricity may not be available. To make our continuing education activities effective, we need to think about the right resources to manage. In this case, ***we must use the technology that is available in the village and that is appropriate to our needs and level of development.***

Besides the technology to be used, we must also decide ***the site of our activities***. We may have no land or suitable building. Don't be discouraged. There is a way to successfully set up a learning centre and obtain other resources if we have the will. How is this done?

First, we can look around and see if there is any unused land. The owners may be living in the city. We can contact the owners of the unused land. ***Our friends or village leaders*** may help us get suitable land and buildings. For a good cause, there will always be somebody in the village who is ready to help.

Second, if we do not have enough money to start an activity, let us not despair. We will find that there are representatives of many government agencies who are often ready and willing to help us if we explain to them what we want to do for the community. They may also have the same objective for development and our work may help them achieve it. These ***government agencies often have access to money for special projects***.

Some non-government organizations doing work in our community may also have access to funds. ***Private companies*** too, especially the big ones, have special funds for community service. They may be willing to help our community because they have social responsibility and obligations. However, these agencies and companies may not grant us funds unless we have a written action plan. They want to see us organized and have the support and involvement of people in our community. They may ask for a proposal because they would like to account for the money that they will give us. Our paper proposal may help do the convincing.

To end this part of our discussion, let us challenge ourselves to think about this question: ***As a community leader/facilitator, how will we go about mobilizing and managing resources available in the community for our continuing education activities?***

6. Local curriculum amd materials development

Many experiences tell us that education is a shared and integrated activity that requires active interactions between and among people. Continuing education is most effective where community members participate with one another in cooperation with facilitators. In addition to training, simple research, advocacy and social mobilization, this collaboration extends to creating local curriculum and preparing learning materials.

The design of an appropriate local curriculum and materials is important for effective learning. The following example shows that a weak local curriculum and the absence of good materials can cause problems for continuing education.

Ms. Nourma was a CE facilitator in a disadvantaged and undeveloped area. She actually did not have a clear idea of how she could help the people in the community through CE programmes. She did not do a lot of planning for her teaching. Whenever she came to the learners, she did not have specific objectives and materials.

In her CE class, participants just talked about anything that they wanted, whether it was the movies, politics or the private lives of community members. Ms. Nourma never had a plan or a guide to help systematic learning. The participants just talked and talked without using any materials to assist their learning and without knowing where they were going or what they were doing.

After a week or so, Ms. Nourma's students, mostly out-of-school youth and adult neo-literates, ran out of conversation and began to stop coming. At last, there were only a few left. Evaluated by CE officials, Ms. Nourma's class was stopped and funding assistance to the centre was cut. Other CE activities introduced were not accepted by the community, which continued to experience poverty and hardship.

What are the reasons for the failure of continuing education in Ms. Nourma's community?

We would agree that Ms. Nourma's work was at fault because she did not plan her course nor use any instructional material. The unplanned talks and meetings without any teaching/learning aids became very boring and not worth the time and effort of the learners.

Local curriculum and design

A ***curriculum*** is an area of learning that specifies activities for developing knowledge, attitudes and skills. The ***local curriculum*** is basically the subject matter and activities in continuing education that we have planned to undertake with the community members as required by them.

The local curriculum gives us the areas and topics to focus on in our continuing education programme. We identify these areas for continuing education activities, and develop objectives for them. We have to plan a sequence of topics, the time available for each and where learning will take place. The process can include identifying methods, resources and evaluation techniques. However, here we focus on the content of the continuing education activity as identified by the community members.

Course content design process

The community members must participate in curriculum design. They should be given the opportunity to say what they want to learn when, where and how.

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First, we meet with community members and discuss their needs and problems. We can list and prioritize these according to the urgency of the need and the availability of resources.

Here are examples of some of the possible problems:

- poverty
- many school dropouts
- poor health
- bad roads
- low incomes
- high birth rate

Considering available community resources, the members can vote on the most pressing problems or needs. For example, if they select high birth rate and poverty as priorities 1 and 2, they are now ready to discuss these at length.

Through discussing the prioritized needs or problems, the members of our community can identify what they want to achieve. Here, we help them to formulate what they want as expectations or objectives.

For example, if high birth rate and poverty were identified as priority problem areas, the community might see education as a way of reducing the birth rate and decreasing poverty.

With a clear view of their problems and needs, we can help them to identify what learning is needed to overcome them.

So here the community is directly involved in identifying the content of courses that people need to help them solve the problems that they feel are important.

We now have a simple way to design course content for our local curriculum. If we want to be comprehensive and complete in our design, we have to identify timeframes, methods, materials and evaluation measures. We need to address questions such as:

How many hours will the first topic get and how will it be learned and conducted?

What materials/resources are needed to enable the learners to understand the concepts?

How can we be sure that the learners will learn in the set timeframe?

Sample of a course content design

What follows is a simple example of a design of course content (not including methods, resources and evaluation) submitted by a women's organization in a rural community. Let us have a look at it for a better understanding of how course content can be structured.

Sample Course Content Design

Problem: *Many young mothers are sick*

Learning objectives: *Identify and discuss the situation of the health of young mothers in the community*
Explain why these mothers are sick
Describe ways how young mothers can avoid the sickness

Time and place: *3-hour sessions per day – at the CLC*

Contents: *Location of the problem: Mothers in the Community ... 3 Hours*

No. of women in the community, No. of mothers, No. of young mothers, Average no. of children, Average age of children etc.

Mother's health: the causes of sickness ... 6 hours

Mother's health
Nutrition: Grow, Glow and Go foods
Family planning: Natural methods, Artificial methods
Responsible parenthood: Home management, Family budget, Education for the children
Women's reproductive rights: Sexuality, Self-fulfillment
Women's diseases/illnesses: T.B., AIDS, Other communicable diseases, STDs

Solving women's diseases ... 6 Hours
Continuing population education: Mothers' classes
Health services: Medical and dental
Organisation: Women's/youth/mothers clubs and projects
Health and cleanliness campaign: Environment protection

Identifying course content requires lots of discussion with the community and with other resource people. Some of the topics identified will be essential because of the nature of the problem. Other topics will reflect community interests. It is important that we match the content to the needs and ability of our learners.

Materials preparation

Once we have identified and developed our course content and material, we need to plan strategies to facilitate learning.

Uses and kinds of community materials

Good design of local curriculum will lead to good learning materials. Continuing education will not be effective if unsupported by appropriate materials. We have seen that resources are all around us and we can use and adopt these materials for our courses.

Learning materials preparation is an activity in continuing education that is best done by the community members themselves. The materials to be prepared consist of all the learning aids, tools or instruments that will help learners develop knowledge, skills and attitudes.

In many cases, materials for continuing education programmes are provided by central organizations. Some of these materials do not meet the real needs and problems of the community. They are designed for general use and not for a specific community, particularly grassroots learners. Clients, teachers and facilitators have complained about the inappropriate materials that they have received from outside.

As continuing education facilitators at the grassroots level, we need to develop our own materials with the help of community members. We also need to identify if there are already existing materials for our continuing education activities. If we find other appropriate materials, we should use or adapt them. Materials development is not hard and we can do it as a part of the learning strategy we use. Involving the community learners will also help improve their literacy.

Developing community-based materials

In continuing education, there are a lot of good materials available. Besides, many government departments, NGOs and UNESCO have also developed materials that we can use.

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The materials can be adapted to each country's situation. Nevertheless, they may still not be specific enough for the local community. Therefore, materials preparation and adaptation at the grassroots level are necessary.

What sort of materials can we develop and use in our communities? ***Materials for continuing education can be classified as motivational, instructional or follow-up***. There is no clear-cut division in these types of materials. Depending on how they are used, instructional materials can very well be motivational and follow-up materials. However, we might have to prepare materials for a specific purpose, so classifying them in this way may be useful at this point.

Motivational materials aim to generate an interest in learning. They grab attention and increase interest. They motivate learners to start doing things to solve their problems. Some examples of motivational materials are:

- posters
- leaflets
- comics
- a wall newspaper

Instructional materials are those that intentionally develop the learners' competencies. When used by a facilitator, they present information in sequence according to the principles of adult learning and teaching. Examples of instructional materials are the following:

- books
- booklets
- manuals
- comics
- modules
- charts
- maps
- work-sheets and handouts

Follow-up materials aim to make learning permanent and internalized. They enrich, supplement and provide follow-up practice to what has already been learnt. Examples of these materials are:

- supplementary books/booklets
- VSH cassette tapes
- activity books/manuals
- reference and resource books

Process of materials development

We have seen the importance of identifying the content of materials that we will prepare. The next question that we now have to answer is how we will prepare materials, particularly with the involvement of our participants.

To prepare materials at the community level, we need to consider key elements in the process such as needs identification, formulation of objectives, design of content, determination of methods and strategies, mobilizing and managing resources, implementation and evaluation. This process calls for a very practical approach that is understood by community members.

Some considerations

- Materials development should meet the needs and problems of the people. Materials should be needs based and demand-driven, not supply-driven.
- Available community resources should be used where possible in materials preparation. Native or indigenous resources are often more economical and readily available.
- Material content and mode of delivery must have input from community members. Community people can also assist in the actual preparation: illustrating, selecting content, packaging and use.
- Materials development can be done in workshops where many community members can contribute. In the process, they acquire other competencies in addition to improved literacy.
- Most often, print materials dominate. However, there are many other media that are effective, such as audio-visual materials. Community people may also enjoy participating in preparing audio-visual materials if the technology is available in the locality.
- Community materials must be written in the local language of the intended users. The materials need to include familiar pictures and illustrations of local interest. Using local languages, content and examples makes the materials more interesting and relevant.
- We need to continuously try out and evaluate our materials during materials preparation. Those involved in the process need to be open and willing to ***adopt and adapt*** suggestions and feedback.

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7. Capacity building

In the early part of this chapter, we mentioned that people in the community are human resources that need to be mobilized and managed for continuing education. We also noted that for people in the community to become more efficient in their work, they need to continuously build up or increase their capacity to do the job better.

Understanding capacity building

By capacity building, we mean the ability to do something to bridge the gap between ***what is*** and ***what ought to be***. It empowers people by enabling them to have control of their lives and activities. It is the holistic way of developing their knowledge, attitudes and skills through various activities that call for participation and involvement. It tries to match the present competencies of people with the ones they need.

Let us look at the following problem situation to understand more about capacity building.

> *The Jolli-Me organization opened a convenience store in the business centre of the community. It recruited new graduates in commerce and business management. The store manager required staff to have college diplomas.*
>
> *Even with college graduates as staff, Jolli-Me was not attracting many customers. The business was slowly becoming bankrupt. It was found that the marketing staff could not implement marketing strategies to better satisfy the customers.*

How will the problems of bankruptcy be addressed? The staff are qualified for their jobs. They are all college graduates. Some even studied at the master's level.

What do you think the organization needs to do to keep the store going? In what way can the staff be trained?

Jolli-Me needs competent staff. Perhaps it is good to have the staff trained for specific tasks such as marketing, selling, communication, public relations, motivation and presentation. The staff may have the knowledge but they lack experience to put what they know into practice. The staff need some on-the-job practical training.

Capacity building helps a person grow, not physically but holistically, in all aspects of personality. It involves matching the person's capabilities with the tasks or functions that he/she will perform. For example, for a community leader to lead, he/she needs capacity building in general leadership and management.

Capacities to build

The capacities to build are located in the areas of knowledge, attitudes, values, habits and skills of the person. In the problem situation above, the knowledge area of the Jolli-Me staff was very strong. In school, the marketing staff learned the theories, principles

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and methods of business. However, the staff do not seem very interested in their customers. They do not understand the customers' needs very well.

We need to build knowledge, positive attitudes and skills. We even have to develop habits and behaviours including creativity and thinking skills. Taking all these capabilities together, we can identify competencies. These competencies are then used as learning outcomes for our training activities.

People who need capacity building in continuing education

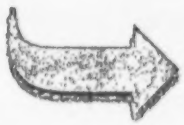
In grassroots communities, the needs and opportunities for capacity building are great. A large number of community workers and members are not very good at community organization. Continuing education, as a non-formal education programme, needs a lot of organizing. Participants in continuing education, therefore, need to build their capacity in regard to their ability to organize.

Facilitators and trainers

- how to speak in public
- presenting an idea in sessions
- community organising
- utilisation of materials

  etc.

Community leaders



- community needs identification
- campaign and motivation strategies
- conducting a meeting

  etc.

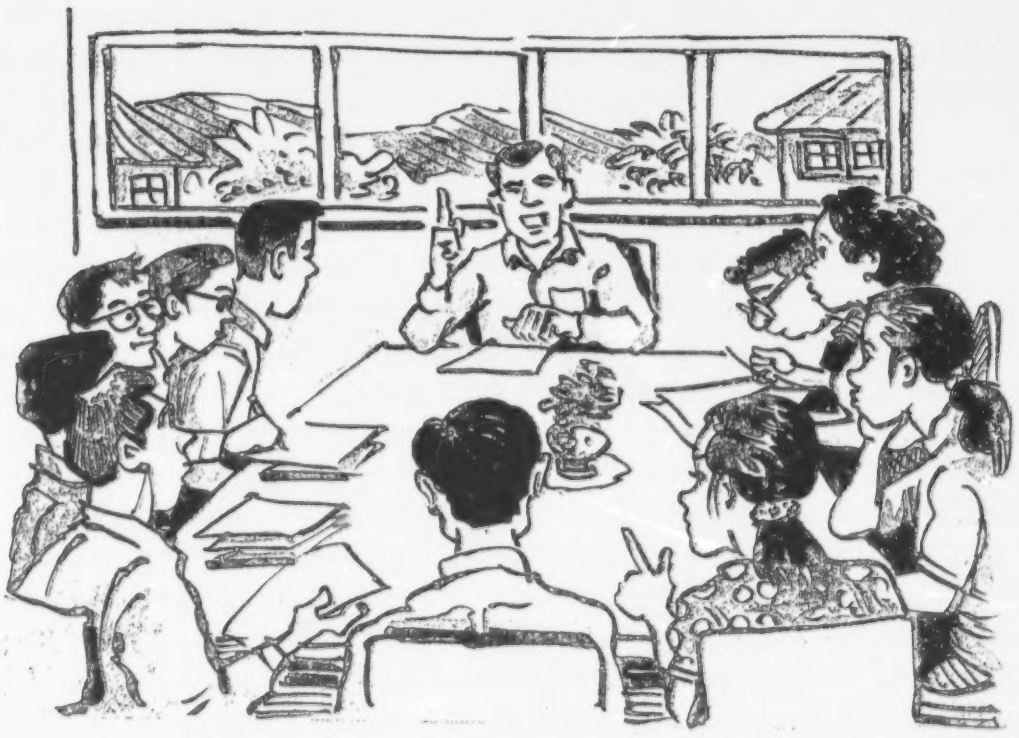
Other groups in the community also have capacity building needs and can also receive training. These include women, youth, and even the elderly. Capacity building is ongoing and is a form of continuing education itself.

Ways of capacity building

Like other processes for continuing education implementation, capacity building follows sequential steps. However, it should be flexible in its implementation especially at the grassroots level where simple practical ways are more easily internalized. Generally, it follows the same principles as training, which is the heart of capacity building. Indeed, many programmes for development equate training with capacity building. Training is more focused on skills and practical applications.

Capacity building can occur during the following activities:

- community meetings to discuss issues and solutions
- home visits where individuals are in one-on-one interaction for discussion and training
- small group meetings, for example, a women's group, where women tackle very specific problems
- formal seminars and training that include demonstrations of practical applications
- study tours to other communities
- counselling sessions for youth, illiterate adults and the elderly
- distribution of materials, print and other kinds, for home reading
- other community activities where men and women come together
- coordination with the formal education sector to increase participation of members in school activities
- use of various media such as radio and TV
- community learning centre programmes and activities



Capacity building occurs naturally in the process of continuing education. In fact, we are involved in capacity building just by reading this handbook and helping others understand the ideas it contains.

8. Networking and linkage

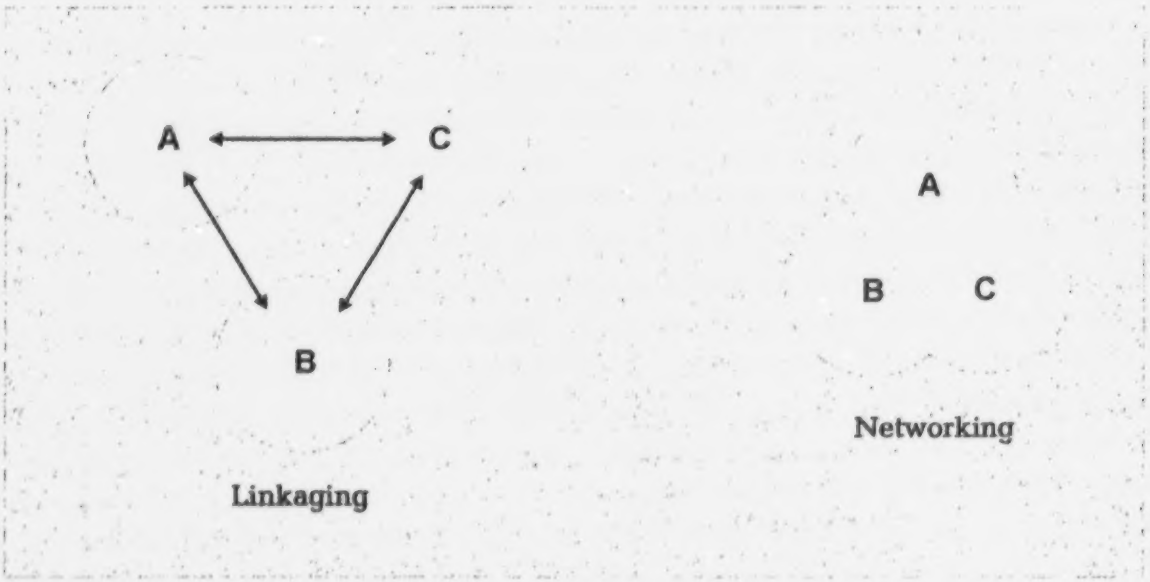
So far, we have discussed many ideas about community participation in the planning and management of continuing education. We have already seen how important working with others and community participation is for empowerment. The main topic in this section is about networking and linkage at the community level. It is closely related to mobilizing, managing resources, and capacity building.

Partnership in the community: networking and linkage

In our work of continuing education for the improvement of the quality of life, it is highly possible that we have approached other resource people to help us in our task. For example, we may have used community health workers to provide training to mothers on the subject of giving first aid to their children; or we may have requested the community agriculture officer to help community members in cattle breeding. Service providers of other organizations, agencies and groups may also have asked us to help provide educational input in their programmes and activities. These service providers are, for example, usually involved in agricultural development, family planning, public health, income-generating programmes, or promotion of local trade and industry.

Whenever we are involving others in our work or helping others in theirs, we are involved in a partnership. This can take the form of either a networking or a linkage arrangement.

The terms ***networking*** and ***linkage*** may be illustrated in the following diagram:



Linkage and ***networking*** differ from each other in terms of the degree of commitment by the partners. The circles on the left illustration represent ***linkages*** between different organizations A, B, C. Each organization has different goals and objectives. They may or may not all be involved in continuing education. This sort of partnership arrangement may be temporary or long-lasting.

For instance, Organization A, which focuses on selling furniture, may allow Organization B to use its multi-purpose hall for meetings and other activities. The relationship is therefore only a loose one because Organization B can make use of another multi-purpose hall (e.g., Organization C) if Organization A's hall is not available. Thus, the three circles on the left indicate loose relationships among partner institutions.

Although the above institutions cooperate with each other, the commitment is not as strong as that among institutions in the diagram on the right. ***Networking***, as illustrated by the overlapping circles in this diagram, is much stronger. This type of close partnership is usually developed between groups and agencies which have common objectives and who have the same programme beneficiaries.

Let us read a story about how a continuing education coordinator was able to network with another agency in the community.

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The community learning centre of a small village started an income generating programme.

The CE facilitator approached the local trade and industry unit of the village and learned that this unit had some trainers who could help train the community members. He met with the head of the unit and discussed what they could do together to achieve their individual objectives as well as some common objectives.

First, they reviewed their individual agency goals and objectives. They found that both were focused on training the adult members of the community in self-employment activities. These self-employment activities ultimately improve the economic condition of the community. They also found out that both organizations were interested in providing this training through continuing education.

They decided to hold a joint training programme on entrepreneurship. The responsibility of the CE facilitator was to identify the participants of the programme while the local trade and industry unit was responsible for the actual training. The five-day training programme was held once a month for three years. Village development has improved significantly as a result of this cooperation.

Let us think of the reasons why it was possible for the CE facilitator and the local trade and industry unit of the village to network with one another.

- Both agencies have a common goal-to improve the economic condition of the community.
- Both have the same clients-the community members who need training in income generating programmes.
- Both need one another to achieve their individual institutional objectives and to reach their clients.

The partnership arrangement is not just a one-time agreement but is continuing, for at least three years.

These reasons are not always present in our networking and partnership arrangements. However, it is still possible to develop close relationships between individuals and groups with whom we are involved. There are times when the goals and target clients of different agencies are not the same. Still they are able to work together to develop possible areas of cooperation for the future.

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The importance of networking and linkage

From the above example, we can identify advantages of networking and linkage.

- Instead of two institutions having separate expenses for training, they now share the cost.
- There is no duplication of effort because they have common goals and objectives, and the programme participants avoid repeating the work.
- Savings in terms of scarce resources result in services being available to more beneficiaries.
- The community has a model of cooperation worthy of being followed in other situations.

Some areas of networking and linkage

We can identify some areas for networking cooperation with other organizations and groups. Some of these might be:

- using a common training curriculum
- using the same trainers
- using a common venue for different activities
- sharing research and other data.

Now let us look at our own continuing education activities and think about resources that we can share with other institutions in the community through networking or linkage. Some of them might be:

- manpower, e.g., trainers, community development workers, local leaders
- financial assistance, e.g., grants, credits
- buildings and facilities, e.g., training space, offices, land
- furniture, e.g., tables, chairs
- equipment, e.g., typewriters, radio sets, public address systems
- learning materials, e.g. books, audio-tapes, magazines and others

Who can we network with?

Let us now look at some examples of the people, groups and agencies that we can network or link with.

- Sometimes the community learning centre is short of learning materials. Since materials development takes time and resources, we may be able to get help from our friends and professional colleagues in providing and helping us develop these materials.

- There are times when we need extra space for our activities and projects. Unexpected increases in enrolments may force us to rent extra space and furniture. Friendly organizations may be able to help us. The cooperation may benefit both organizations, and so we are able to strengthen the relationship from simple linkage to networking.

The organizations around our community can be the best source of help. Government departments and agencies, a farmers association, sports and health centres, public and private schools can be partners for linkage or networking. Local NGOs and private companies are also possible network partners.

We also have the opportunity to look at possible networking and linkage with other continuing education groups in other communities, especially those that are in nearby places. This action is highly advantageous especially if we have common activities.

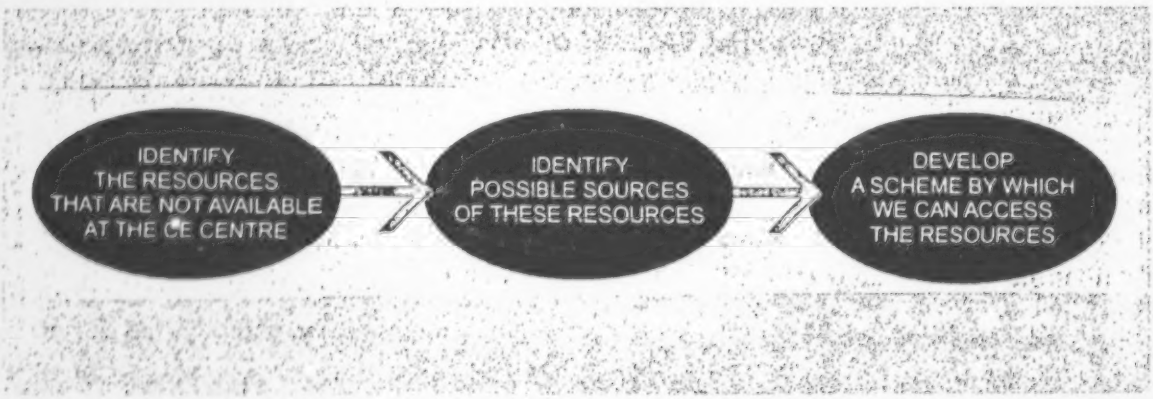
How do we network and link?

In the previous section, we learned that to mobilize and manage resources effectively for our different continuing education activities, we need to:

- involve the community in the process,
- identify resources that are needed, and
- determine how we can best use these resources.

In these tasks, we may find out that we already have some or most of the resources that we need in our continuing education activities. However, it is also possible that we may not have all the resources needed.

The following illustration shows the steps we may undertake to network or link with other individuals and groups that have these resources.


IDENTIFY THE RESOURCES THAT ARE NOT AVAILABLE AT THE CE CENTRE
IDENTIFY POSSIBLE SOURCES OF THESE RESOURCES
DEVELOP A SCHEME BY WHICH WE CAN ACCESS THE RESOURCES

Let us look at the first step: ***identify the resources that are not available at the CLC.*** When we identify what is needed, we may decide to purchase or obtain these resources from outside. For instance, it would be a good idea to purchase tables and chairs that are used on a regular basis. However, if the resources are expensive and the continuing

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education facilitator does not have the funds to buy them, it may be possible to look for partners who can help us to obtain these resources.

The second step is ***to identify possible sources of these resources***. Since we work closely with the different members of the community, we are quite familiar with those who have resources that we might need. It is advantageous for us to identify more than one source, so that we can have more partners in our different continuing education activities.

The third step is ***to develop a scheme to obtain the resources***. To be able to use the resources belonging to other individuals, groups or institutions, we might make a proposal that will encourage them to share their resources with us. Think of the possible benefits that others can gain in entering a partnership with us. It may well help them to attain their programme's objectives or reach their target beneficiaries. If this is the result of the partnership, then we will have a greater chance of getting access to resources from our partners. Community learning centres very often provide an opportunity for networking and partnerships.

The ***Ganokendra*** movement in Bangladesh and community learning centres in other countries demonstrate the advantages of having different providers of continuing education using a single centre. Many groups and organizations can work together to achieve a common goal. At the community level, the ***Ganokendra*** has created a formal network of various providers and programmes of continuing education (government, NGOs and the private sector). This provides a unified framework that binds each partner together. The partners have agreed to mutually adopted standards, methods, learning materials and delivery systems.

9. Monitoring and evaluation

In earlier sections of this handbook, we discussed some concepts of planning and management of different continuing education activities at the community level. In this section, we shall tackle two aspects of management that will be helpful in determining the effective implementation of continuing education activities. These are monitoring and evaluation.

Let us keep in mind that just like other processes in implementing effective continuing education, monitoring and evaluation should be owned and controlled by the members of the community. The following conditions are necessary for successful monitoring and evaluation of continuing education in the community:

- The nature and scope of continuing education activities are planned and designed by the community members themselves.
- Trained community members have a plan to gather information on these activities before, during and after a programme.
- The people involved in continuing education undertake careful analysis of the information that they have collected and as a result they themselves decide how to improve continuing education in their own community.

The meaning of monitoring and evaluation

There is often a tendency to equate monitoring with evaluation and to use the two words interchangeably. Here we use these words to describe different activities. They are discussed together in this section of this handbook because although they have different objectives, they are closely related to one another.

First, let us try to understand the meaning of these terms and the differences between them.

Monitoring is the process of gathering and analyzing information on the progress of on-going continuing education activities and analyzing these information so that we can improve our activities.

Evaluation is the process of determining the worth of a thing. It includes obtaining information that we can use in ***judging the worth*** of continuing education in our community.

The above illustration shows an area of overlap, reflecting the common aspects of monitoring and evaluation.

- Both involve gathering information from different members of the community.
- Both activities call for analysis of information by the community members.
- Both activities help the community members decide on what to do about continuing education.

On the other hand, there are some differences between monitoring and evaluation. Monitoring is:

- conducted by the community members to improve continuing education activities; and
- is a continuing process occurring throughout the duration of continuing education activities – from start to finish.

However, evaluation is:

- conducted to help community members decide on whether to continue doing a certain activity or to undertake a different one; for example, should they continue with their training in meat processing or should they take up dressmaking?
- done only periodically and not on a continuing basis.

Let us now look at how monitoring and evaluation relate to one another. We mentioned that monitoring is a continuous process of gathering information. The information that we gather helps us determine how we can improve continuing education activities in our community. Through monitoring, we are trying to improve continuing education and make it successful.

The same information can help us evaluate whether we should stop doing some continuing education activities or not. We evaluate how we conduct our continuing education activities after they have been completed or have been occurring for some time.

To be able to understand the relationship between monitoring and evaluation better, let us read the following story:

Ms Walana is a CE coordinator who initiated eggplant growing in her village. Before she started this activity, she and the interested members of the community planned the different tasks involved.

During this planning work, Ms Walana conducted several training programmes in the community. For example, she showed people how to grow eggplants in their back yards, how to market and do record keeping, and how to get small-scale credit.

When the actual eggplant planting actively started, Ms Walana also helped the community members in monitoring the activity. They met every Sunday afternoon to see if the activity was being conducted according to plan, whether they were doing their work on schedule, and to find out how they could improve their farm work and marketing strategies.

The information was gathered and recorded during the meetings.

After one year, Ms Walana and those involved in the activity held a one-day meeting and analyzed whether they were successful in the activity. They looked at their monthly income and found out that they had met their targeted profit.

They all agreed that the activity was a beneficial one, and they decided to invite more community members to be involved in eggplant growing.

We can ask ourselves these questions about the story.

- What were the monitoring tasks conducted by the community with the help of Ms Walana?
- Do you think these monitoring tasks helped the community to grow these vegetables better?
- What evaluation did the community members conduct after one year?
- Do you think it was a good decision for the group to invite other members of the community to join in eggplant growing? Why?

Let us now look at some of the individual features of monitoring and evaluation.

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Monitoring continuing education activities in the community

We need to monitor our continuing education activities because we want to improve those activities. We shall succeed in our work only if we make sure we are doing the right things, if we are on schedule and if we make changes on time.

Here are some of the questions we might ask in monitoring our continuing education activities:

- Are the activities conducted according to plan?
- Are we on schedule?
- Who is receiving the benefits of our continuing education activities?
- What changes should be made? How can we improve our continuing education activities?

Good monitoring has the following characteristics:

- It provides timely and accurate information about our activities.
- It identifies problems encountered in carrying out activities.
- It is simple and does not overwhelm the monitors.
- It is a continuous process from the planning phase of a programme up to its completion.

Here are some of the steps in monitoring continuing education activities in the community:

- Develop a simple monitoring plan covering the information that we need to gather at the community level.
- Collect the information from different individuals and groups in the community.
- Review and consolidate the information collected and make it available to the community.
- Make decisions on what revisions and changes in continuing education activities the community needs to do.
- Report the results to the higher authorities.
- Help programme planners at the national/provincial/district levels to identify the information that needs to be collected.

Process of monitoring

Prepare a simple monitoring plan

- ***Identify our monitoring objectives:*** These are based on what we need to find out about our activities. Why are we monitoring continuing education in the first place?
- ***Identify our monitoring indicators:*** A monitoring indicator provides a standard or yardstick against which we measure performance in our programme activities. Some are qualitative and others are quantitative indicators. We can use these indicators in monitoring our continuing education activities.

  Some qualitative indicators are:

  - absenteeism of learners (and/or trainers),
  - condition of learning sites or classroom,
  - quality of learning materials.

  Some quantitative indicators are:

  - training programmes organized by the village,
  - number of continuing education graduates who participate in the community,
  - number of women who participate in continuing education activities.

- ***Identify the activities to be monitored:*** We can list down the specific activities or tasks that we want to monitor.
- ***Identify the implementation period:*** This is the schedule for implementing our different activities. This schedule will help us see if there are any delays in the programme.
- ***Identify the expected outputs or outcomes:*** These can be the learning materials that we are able to produce or the training programmes that we undertake.
- ***Identify the data to be gathered:*** We need these data to determine whether we are doing the continuing education activities properly or whether we need to revise and change some of these activities.
- ***Develop a plan to gather information:*** We may need to develop some questionnaires, checklists, observation guides, interview guides or other monitoring tools.
- ***Assign the monitors:*** They are the CLC staff or community members who will undertake the actual monitoring.
- ***Specify monitoring dates:*** These are the actual dates when the monitoring of activities will be carried out.
- ***Prepare the budget:*** We need to provide the money needed for the monitoring activity that we shall carry out.

Gather the information

We can gather information from different sources at the community level in different ways:

- interview some members of the community
- review records about the community profile, condition and other materials
- observe some events and activities in the community
- conduct small meetings with different members of the community
- hold focused group discussions with groups like mothers, farmers, youth or fishermen
- prepare case studies or write success stories of community members who have benefited from continuing education activities
- conduct simple surveys among community members

Analyzing and using the information gathered in the community

After gathering the information needed in the monitoring activity, we can now analyze the information. Then we can use the information as basis for whatever changes that we want to make in our continuing education activities.

Evaluation activities in the community

The need for evaluation: Evaluation is closely related to monitoring although it has a different purpose and implementation schedule. Evaluation will provide us with the following information:

- Evidence of the success of our continuing education activities. We want to know whether we have a positive impact on the community.
- Information for programme planners and others at the national, provincial or district levels to use in order to make decisions about the programme – whether to continue or discontinue funding and other assistance that they provide to the community.

Process of evaluation in the community: This is similar to the process of monitoring.

- We prepare an evaluation plan. We ask these questions:
  - Did we achieve our targets or objectives?
  - What are the effects of continuing education on our community?
- We gather data, using the same or similar methods and tools as for monitoring.
- Again, just as in monitoring, we analyze and make use of the findings of our evaluation.

We need to help develop among our community members the skills in making simple monitoring plans, gathering information and using the results to improve continuing education. It is only through monitoring and evaluation that we can improve our practice. By involving the community in these processes, we empower them and better guarantee success.

10. Documentation and dissemination

It is important to take information about our continuing education activities and make it available to the community members and to the authorities at higher levels.

Making information about our programme to others involves both documentation and dissemination. Documentation is the term we use to describe the process of preparing materials about the CLC continuing education activities. Dissemination means the delivery of these materials about continuing education to the members of the community and to other groups and agencies that need the information.

The importance of documentation and dissemination

- Documents, information materials and reports about CLC continuing education activities inform community members about our work.
- If members of the community know many good things about us, then they will continue to be interested in continuing education.
- Knowing about CLC training programmes and other activities will result in cooperation and close relationships between community members and the CLC.
- Donors and funding agencies need to have information about our activities to make decisions on whether to continue financial assistance or not.
- Information about our CLC continuing education also helps decision makers and planners at all levels to continue including us in their plans and also to continue looking for resources to help us.

Some documentation activities of CLCs

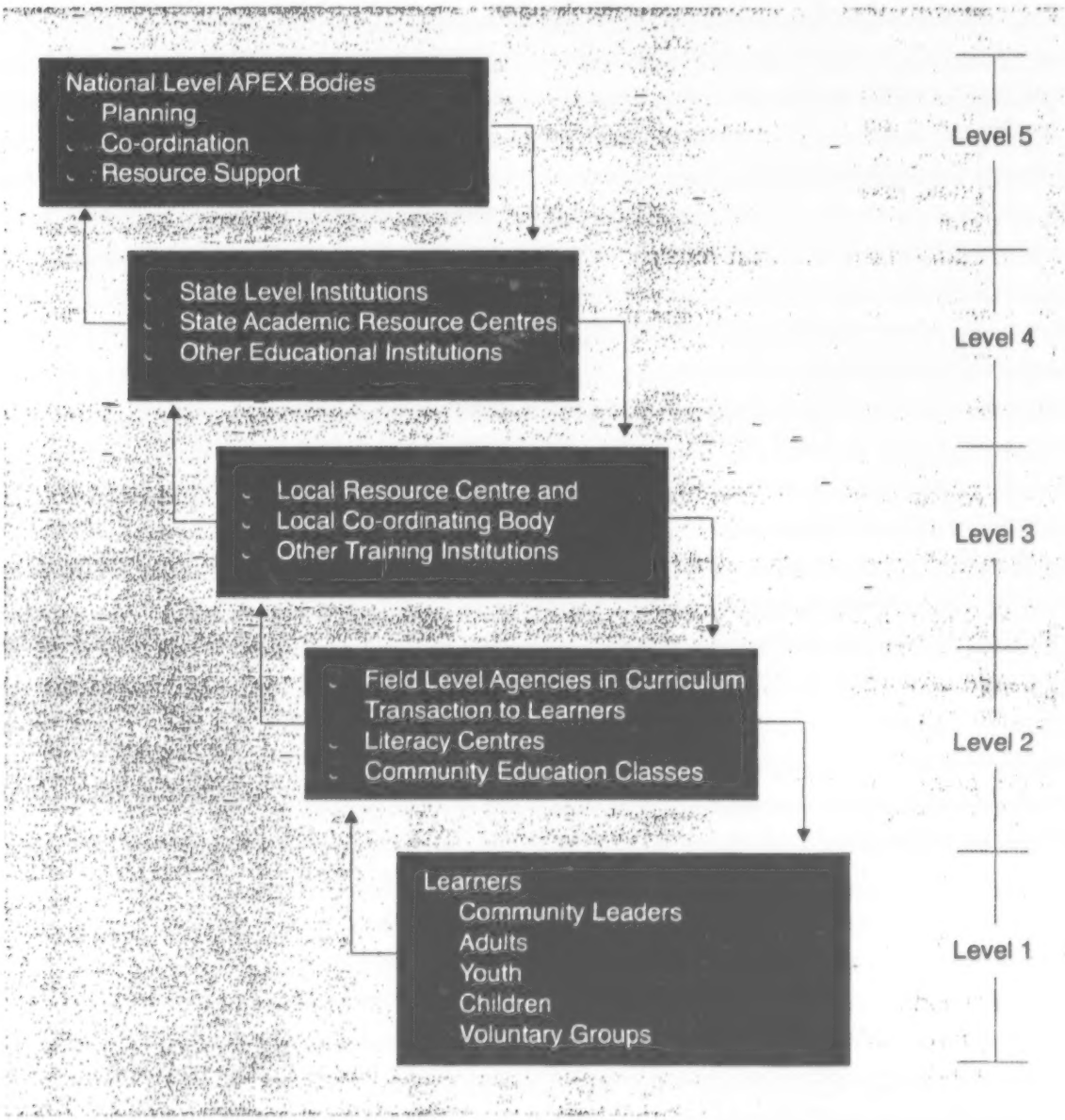
At the community level, we already have several CLC documentation activities. They may involve the preparation of:

- reports (monthly, quarterly and annual reports)
- monitoring reports and evaluation documents
- CE data on training, meetings, workshops
- CE data on trainers
- CE data on programme clients
- photographs
- video/audio tape interviews
- video and film clips
- case studies
- diaries and learners' records
- a community profile

Some information dissemination activities of CLCs

Information on continuing education activities of the CLCs is normally disseminated to several individuals and groups. Let us look at one example of dissemination points:

Channels of Information Flow and Feedback at Different Levels



Source: Adapted from ***Environmental Education Handbook for Educational Planners***. National Institute of Educational Planning and Administration. New Delhi. 1990.

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Using continuing education data

As shown in the illustration, continuing education data are useful at several levels, from the community up to the national.

At the community level, the data are useful to both community leaders and other members of the community. Let us remember that the attractive presentation of data will make the community become interested in seeing more continuing education information. Some acceptable presentation forms are:

- comic books
- illustrated magazines
- video packages
- photo essays
- film
- audio materials with music

Let us look at how some villagers in Thailand learn through information disseminated to them.

> *The villagers receive information and current news through meetings with friends or over the radio. In every village, the community wireless or a broadcast tower relayed the daily news from the Songkhla radio station and Public Relations Radio Thailand. The villagers could obtain information and current news every day.*
>
> *The Department of Non-Formal Education provided the broadcast tower with cassettes and scripts. The villagers enjoyed listening to features relevant to their health and way of life. Sometimes they volunteered to be announcers and speakers. Many local experts were invited to give talks based on their experiences. Through information education, the villagers could adapt and improve themselves. They also acquired habits of learning to improve the quality of life and to raise their self-confidence.*

At higher levels, data presentation may be in the forms of:

- reports
- journal articles
- bulletins

We should keep in mind that different consumers of our continuing education information have different needs and interests.

- Community members want to see how their activities have been documented, as well as how they have been described by monitors and evaluators.
- Funding agencies are interested in how the money was spent-did we spend it wisely? Were any resources wasted?

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- The planners want to know if their strategies were effective.
- The decision-makers are interested in whether the CE activities are worth continuing or not.

Developing simple databases at the CLC

It is important for us to develop and maintain information for easy reference by the community members and others. Our first consideration is how users could find the materials or information they need easily. Therefore, the information or materials we collect need to be categorized into different groups, such as books, audio materials or audio-visual materials.

In order to make materials collection systematic and easy for users to find we should set up a simple materials management system, which some people call a database.

The database at the CLC usually contains information on the following:

- Community profile
- Geographical features
- Population
- Economic activities
- Socio-cultural characteristics
- Socio-economic services
- Education statistics

The literacy centre:

- Buildings used for continuing education
- Original use
- Materials used for the construction of literacy classrooms
- Conditions of the teaching environments

Learners' Profiles

- Gender
- Age
- Marital status
- Number of children
- Languages spoken by the learners
  - Mother tongue
  - others
- Religion
- Occupations

Teacher characteristics

- Categories
- Gender
- Age and marital status
- Educational qualifications

- Experience
- Previous occupation
- Second occupation
- Ties with the local community
- Attitudes and job satisfaction

Teaching/learning aids

- Teaching aids
- Learning aids
- Records

Learning exposure

- Content
- Class projects
- Guest lecturers
- Centre committees
- Average attendance

Educational experiences of learners

- Primary schooling
- Literacy classes before obtaining proficiency certificates
- Reasons for joining the literacy programme
- Record of literacy class attendance
- Learning after obtaining the literacy certificate
- What adults would like to learn after receiving a literacy certificate
- Literacy class attendance after the certificate
- Participation in other courses

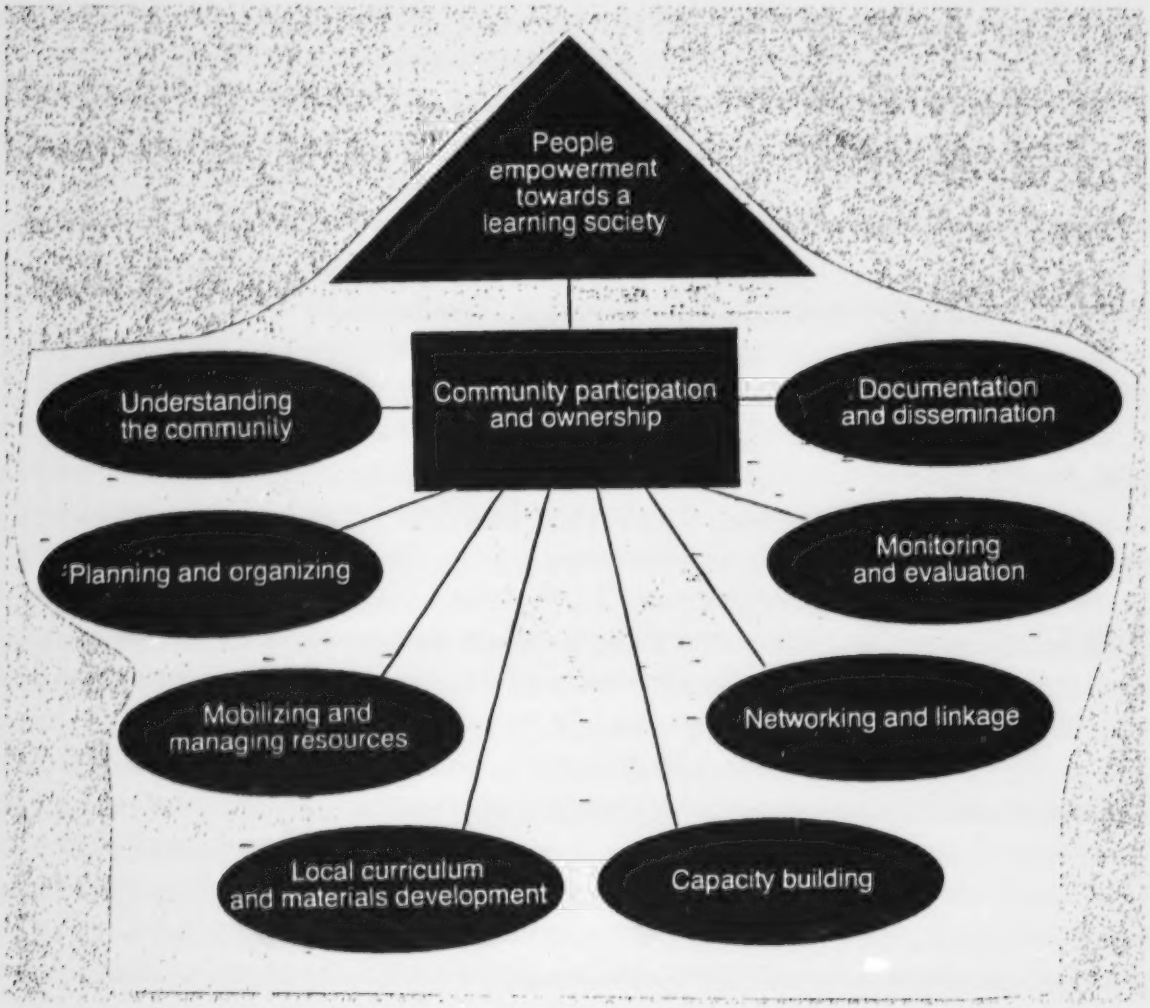
Learners' home environments

- Type of housing
- Possession of books and magazines
- Availability of audio-visual equipment
- Exposure to the mass media

This information needs to be updated regularly. This could occur once or twice a year, depending on the volume of data in each topic area.

Conclusion

Let us revisit the processes that we need for effective implementation of continuing education. The following illustration summarizes these processes and the way in which people participate in them.



This diagram illustrates the importance of involving the community in the development of their capacity to strengthen the community through continuing education. Our most important task is to facilitate continuing education through the processes of:

- Community mobilization
- Community participation and ownership
- Understanding the community
- Planning and organizing
- Mobilizing and managing resources
- Local curriculum and materials development

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- Capacity building
- Networking and linkage
- Monitoring and evaluation
- Documentation and dissemination

Our role is to participate in and be part of community development. Most important, we should ensure that the community members have ownership and control of these processes. Only when the community owns these processes will continuing education in our community become sustainable.

However, we can still provide leadership. We lead by providing a good example for others. We can offer advice and expertise. We can motivate others and provide support. We can even take responsibility for managing certain activities, at least for a while. The important thing is to know when to step back and allow others to lead.

As the whole community becomes actively and collectively engaged in managing their own continuing education activities, people become empowered. Then, as community leaders, we will be able to proudly say that our efforts have helped in community development.

Learning from Experience and Moving Ahead

CHAPTER FIVE

Introduction

Continuing education programmes have been active in all countries. You have read about some of these in this handbook. What do these stories tell us? What are the specific processes that need special attention for making continuing education more effective? What lessons do they hold for the future? We will discuss these questions in this chapter.

Need for continuing education

The experiences of the case studies show us how important continuing education is for individual, community and national development. It becomes the most important area of education, ***creating educational opportunity, empowering people*** and increasing the quality of life. We need to continue focusing on continuing education to further improve people's lives. There are many reasons for doing so.

1. To open up new opportunities

Continuing education provides new opportunities for all people, regardless of age, gender, status or past experience. In particular, it offers everyone a chance to get an ongoing education that will serve as a basis for learning throughout their lives.

2. To respond to individual needs

Listen to people in order to understand what they need. We should not try to push them to join programmes they do not want.

3. To encourage community participation

Education that provides for the needs of the people will encourage them to participate in managing their own learning. Our continuing education activities will enable them to learn what they want, how they want, when they want and where they want.

4. To improve the quality of life

People do not want to join educational activities just for education alone, but to obtain practical knowledge and skills to improve their lives. People will want to participate and learn once they know that continuing education is meaningful and appropriate.

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5. To respond to changes in their world

We know that globalization and technological changes are occurring rapidly in the world. Continuing education can upgrade the knowledge and skills of people in relation to science and technology. It can help them to adapt more readily to these changes.

6. To create networks and linkage

Integrated programmes among different agencies are important at the grassroots level. To make these stronger, we need to facilitate networks and linkage. Continuing education can play a role in enabling all development agencies to work together at the local level.

Lessons learned from the cases

In the case studies, we can see strategies that have been implemented in order to make continuing education more effective. We can learn from these examples even though their strategies might not be applicable to the situation in our community. Why were the programmes described in these cases so successful?

1. People participation

All of the cases show us ways to increase the participation of people in continuing education. ***Australia*** encourages the involvement of all members of the family in the continuing education programme. The programme comes from the state government but the community is free to choose what they do according to their needs. The family makes decisions together about their farms and land. In ***Malaysia***, the government designs various programmes and then helps people at the village level to choose the most appropriate ones. In ***China***, farmers who attend literacy classes are offered some incentives, such as the opportunity to continue their education at vocational schools. ***Indonesia*** encourages people's participation by letting them decide what they want to learn. The local government's role is just to facilitate the learning programme.

2. Matching people's needs

Australia and ***Bangladesh*** let the community people plan and design programmes to respond to their needs, while ***Malaysia*** sets up local committees for the same purpose. ***Indonesia*** uses facilitators to identify people's needs and to work with them to come up with appropriate programmes of continuing education.

3. Decision-making

All of the cases emphasize decision-making before implementing programmes. The people join in groups, then discuss the issues related to their needs and problems. Learner-centred approaches help to ensure that the programmes are relevant to individual and group needs.

In ***Australia***, farm families are encouraged to make decisions about many aspects of the farm. The learning package suits each family. ***Malaysia*** organizes group meetings in which the facilitators help villagers to identify their needs and wants. Through this process, the villagers can exercise their decision making fully. ***India*** emphasizes the use of a locally elected committee for making decisions. ***China*** encourages community ownership of continuing education programmes by reducing the amount of central control.

4. Leadership

All cases stress the importance of effective leadership in continuing education activities. Most of the leaders are continuing education facilitators who work with the groups. Most of them are either representatives of local governments or are elected from the communities themselves. The cases tell us that successful grassroots programmes are planned and controlled from the bottom, not the top.

5. Community learning centres

Most of the case studies discuss the importance of having a place to accommodate continuing education programmes. Most describe how to set up a community learning centre (CLC), community education centre (CEC) or *Pusat Kegiatan Belajar Masyarakat* (PKBM center of community learning activities) through the contribution of the villagers.

Indonesia has established the PKBM movement – from the people, by the people and for the people – where the people do everything, with the local government providing assistance where required. Besides being used for learning activities, centres are also sites for other activities such as the *pusat informasi dan jaringan pemasaran* (centre of marketing information). ***Bangladesh*** has organized multipurpose community learning centres that are directly supported by the community.

Each case emphasizes the benefit of having a community centre as a place for continuing education activities. The centre should be established and maintained by the community itself.

6. Flexibility

Creating flexibility is a feature of a number of the case studies. Flexibility is often linked to innovation where new practices are very different from traditional educational approaches. Very often it is useful for us to think differently about continuing education. Several case studies show examples of different thinking and practice, which provide for flexibility in continuing education.

In the ***Philippines*** and ***Korea***, systems of equivalency and credit recognition have been developed. Under these systems, adults can gain credit for study towards national qualification through non-formal processes. Thus many adults have been able to gain qualifications that in the past were unavailable to them.

In ***Thailand*** and ***Indonesia***, community banks help communities to raise capital for economic projects and training. These countries (and others) recognize the importance of links between education, training and economic activities.

7. Capacity building

In order to empower people through continuing education, our programmes must provide opportunities for them to control the programme. In the ***Australian*** case study, participants learn by doing. Individual families make plans and decisions to solve their problems. They take control of their learning. In ***Korea***, people have the opportunity to continue their education through formal and non-formal means. In ***Nepal***, CLCs organize integrated programmes to raise incomes and improve the quality of life. These programmes provide the knowledge, skills and attitudes necessary to help people become more self-reliant and confident.

8. Materials development

Many countries develop their own materials at the local level through involving local experts in workshops. In ***Malaysia***, learning packages are developed in the community with the help of local resource people. ***Korea*** has launched a programme of accreditation that includes a self-learning guide and information summary available online. In ***Bangladesh*** the *Ganokendra* provides many materials for the community such as daily newspapers, magazines and other resources produced by the centre. In ***Indonesia*** local people are trained to develop learning materials related to their needs. They also create what they call ça village reading corneré for neo-literates to read locally produced materials.

9. Networking and linkage

We understand that to launch continuing education without any networking or linkage with others is difficult. All of the programmes in the case studies have network and linkage systems in place. There are links between governments, between governments and NGOs, governments and local committees, governments and local people, NGOs and local committees, NGOs and local people, and local committees and the community.

Indonesia emphasizes partnerships between facilitators, learners and community in order to ensure that community needs have been met. In the ***Thai*** case study, the community bank links with networks outside the community in order to share experiences and exchange knowledge. The ***Philippines*** has developed a linkage network between businesses and people in order to support further skill-training programmes. In addition, the Philippines has established international linkages to match their educational standards with other countries.

10. Mobilizing and managing resources

In some countries, the government finances the development of resources and supports the management of continuing education programmes. In others, governments encourage local authorities, NGOs and local people to contribute resources and management support. In ***China***, the government provides some facilities and resource people to work in communities to share the work with local organizations. In ***India***'s post-literacy programme, the government has provided 100 per cent funding for three years with the state governments paying 50 per cent for the fourth and fifth years. In ***Bangladesh*** the CLCs recruit villagers to look after the day-to-day operation of the centres and appoint committees to take responsibility for overall management.

11. Training

The cases show us various kinds of training approaches in order to meet the needs of people. The ***Philippines*** provides training through modules. Thus learners can study at home. In ***China***, invited experts in various fields provide training. Technical extension officers help organize training workshops for farmers in ***Australia***.

12. Responding to global changes

Most of the cases show an awareness of the impact of the development of technology and globalization on human activities. Our continuing education target groups will be left behind if we do not address these issues.

In ***Korea***, more people can access information online using the Internet. In ***Thailand***, satellite TV systems improve grassroots level education. The television programmes are produced to serve the community directly. There is much that we can do if we have access to advanced technology (and can afford to use it).

13. Democracy and harmony

The essence of learning to live together is harmony. Democracy requires that people living in harmony have opportunities for a direct say in how their lives are organized. Democracy and harmony both require people to cooperate, to consider others, and to work towards the benefit of the whole community.

Indonesia emphasizes self-respect, democracy and self-sufficiency in its continuing education programmes. Each participant has an equal right in decision making. All of our continuing education activities should promote democracy and a peaceful community and world.

14. Monitoring and evaluation

The programmes in all of the case studies evaluate their activities in order to determine the effectiveness of the programme. The best method involves the villagers and the community in evaluating themselves. This helps them to learn about the progress or failure of their programmes. They can make decisions to improve the programmes according to their needs.

15. Sustainability

Many cases show us how to ensure the ongoing success of continuing education through the involvement of the people. Our efforts to develop continuing education will only be really successful if our work becomes self-sustaining. Having this as a goal is a good thing because it establishes a model that our learners can apply to their own work. Our learners participate in programmes to develop their skills and knowledge so that they can become more self-reliant.

Moving ahead

Here are some final points to consider in making continuing education more effective.

1. The role and responsibilities of grassroots learners

Our grassroots learners need appropriate and practical training and education. They do not need learning programmes just for the sake of learning. Continuing education must be meaningful and directly related to improving the quality of their lives. Thus we should encourage local people to:

1. provide information about their needs and help collect data relevant to the continuing education programme
2. help formulate the plan together with the local committee and decide what they want to learn
3. join in the management of the CLC
4. participate in programme development
5. participate in learning and follow-up activities
6. promote the work of continuing education in the community

2. Our role as facilitators

We are a key to the success of continuing education in our community. Our main role is to:

- develop community awareness and understanding
- be creative and innovative
- cooperate with others to support development of the community
- promote peace and social integration
- identify and provide alternative pathways of learning for our participants
- work towards reducing poverty
- identify ways of introducing appropriate technology into our community
- create a learning society which values knowledge
- facilitate meaningful learning

3. The role of our community

This handbook emphasizes the community ownership of continuing education. Thus the community should be the main actor. It should decide what it wants rather than others. Therefore, the role of the community should be to:

- manage the continuing education programme
- promote learning habits
- form the local management committee
- provide funds for continuing education
- identify specific needs

4. The role of local government

From the case studies we have seen that in order to promote continuing education as a tool to eradicate illiteracy and promote community development, many groups and organizations need to be involved. The government itself cannot solve all problems, but it can play a critical role in continuing education by:

1. changing from planner, organizer, monitor and evaluator to facilitator, motivator and supporter
2. ensuring that programme planning and implementation are in the hands of communities and that the programmes respond to the needs of the people
3. strengthening and empowering local communities through decentralization of the programmes
4. facilitating networks among all agencies who can help programmes by providing funds, learning materials, places to learn and other resources

Challenges that we face

1. Raising the awareness of leaders and stakeholders

Effective continuing education needs support from decision-makers in government and other stakeholders. Continuing education is successful only to the extent that everyone involved in it is committed and understands its potential. We can do something about raising awareness through holding meetings and seminars, distributing information or inviting key people to visit our community. Through these activities, we hope that leaders and stakeholders develop policies and plans to support continuing education. We can also set up networks and linkage with these groups.

We could also organize the training of community leaders in ways to develop effective continuing education and to mobilize people to join the continuing education programme. All of these activities help to raise awareness of continuing education among those who can either influence our work or might be involved in it. We cannot do our work alone. We need to get the commitment and involvement of others.

2. Locating and developing sites for continuing education

Not all villages have a community learning centre as a place for continuing education activities. One of our challenges is to locate and develop our centre. This is not always easy as accommodation is often scarce in our community. We may be able to share space or use someone's home at first and then obtain a better location as our activities expand. If we are successful then this problem becomes much easier to solve.

3. A focus on those most in need

As we become successful, we will be asked to do more. Other groups will ask for help. To cope with increasing demands we will need to have the help of others. However, we must make sure that we continue to help those most in need as well. These are the poor, the illiterates, disadvantaged groups and groups with special needs.

4. The changing technology of continuing education

Self-directed learning through informal and non-formal education is becoming more important. To serve people's needs, continuing education should be more flexible through using educational technologies such as distance education and equivalency programmes. Online education will be one challenge that we will face and that will require funding and support. Increasingly, computer literacy is becoming part of the policy of most countries in the Asia Pacific region, so we will need to prepare ourselves to address this issue.

5. Creating a learning society

Our greatest challenge is help our community develop into a learning society. It is very important for this to happen. If we fail to achieve this, development will always be limited.

This handbook has given us a great deal of information on how we can implement continuing education at the community or grassroots level. Our role is to serve as a facilitator, to organize, encourage and support others who we want to work with us. We will know that continuing education is successful when our community develops into an active learning society, and continues to grow and evolve when we leave the scene.

Now let us get on with our work and meet these challenges.

Part Two

Case Studies

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Australia's Farmers Plan for Sustainability and Growth

CASE STUDY

AUSTRALIA

Background

Members of the farm family generally manage Australia's farm businesses. Often the senior male member of the family is the farm manager or the person who makes the major business decisions about on-farm production. However, on many farms, the wife, sons, daughters or other relatives, have a direct responsibility for managing the finances of the farm, as well as contributing to other aspects of the farm's operation.

In Australia, the learning of skills required to manage a farm have traditionally been passed on from father to son and in some situations from a grandfather or other family member. The nature of this **in-house** learning has left the majority of our farmers vulnerable. Furthermore, it has limited the receptiveness of many farmers to the contributions that education, technology, and other industry and government services might offer them as a way to sustain viable farm enterprises and lifestyles.

Generally, there has been a delayed response by Australia's farmers to changes in market trends, particularly those related to consumers. Consumers in many domestic and overseas markets have sought new standards of quality and variety in the goods they purchase. Australia's farmers have resisted these changes or been crippled by the production costs necessary to meet these new market demands. At one time Australia's farmers were generally provided with a secure market and income from the sale of their produce, but this is no longer the situation.

There have also been quite significant changes in traditional approaches to agricultural investment linked to the internationalization and competitive policies of world markets. Such changes have had a significant impact on primary producers, which has led to real financial hardship for many farmers, graziers and their families.

A decade of severe drought has also affected the production and supply of farm produce to both domestic and overseas markets. These severe weather conditions have occurred at a time when commodity prices for farm produce are falling as the impact of trade liberalization policies, both locally and internationally, take hold. Additionally, while increased productivity is important for the survival of many farm enterprises, strategies for increasing the productive efficiency of farms have continually needed to be balanced against the longer-term sustainability of natural resources in both Australia and the rest of the world.

Low levels of literacy amongst many farmers, an aging farming population and widespread demographic changes, with large numbers of inhabitants of rural and farming communities moving to the major capital cities and other urban environments, have all contributed to place Australia's farming industry at risk.

To address this situation, Australia's Commonwealth, state and territory governments are working together to fund an education initiative aimed at helping farm managers to take control of their future, to plan for change and to better manage the economic,

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social and environmental risks associated with operating a farm business in a changing environment. The programme, which commenced in 1991, forms part of a broader federal Government commitment to manage soil and land management issues and reflects a change in government policy that places an increased emphasis on farmer self-reliance.

The first four years of the programme were developmental. The programme was reviewed in 1995 by a Prime Ministerial Task Force, which recommended that the national Property Management Planning (PMP) Campaign be expanded and extended. This decision was based on findings that participants in the workshop series changed from being dependent learners to independent and sometimes interdependent learners during the course of the workshops. A further evaluation of the programme in 1998 concluded that the PMP programme is *flexible, responsive, dynamic and relevant and that the cost of the programme is fully justified* (Van Beek et al, 1998). This evaluation demonstrated that 92% of surveyed participants had gained skills and knowledge, 79% had changed one or more aspects of their management resulting in immediate and/or long-term economic, ecological and social benefits and 73% wanted follow-up activities and further learning.

For marketing purposes, the Property Management Planning Campaign is known under a different name in some states. In Queensland, the PMP Campaign is known as Future*profit*. PMP in Queensland is delivered through a number of regional projects.

Objectives of the programme

At the Commonwealth level the PMP Campaign has the following objectives:

1. to improve the decision-making and strategic planning skills of participants;
2. to establish a framework for the delivery of technical advice to participants in a holistic framework, and
3. to establish a culture of ongoing learning amongst participants.

The objectives for Queensland's state based PMP programme (Future*Profit*) provide for improved decision making, leading to:

- better business decisions made by farmers because of their ability to balance long-term goals with short-term needs;
- positive management of their farm because of changes in market, climate or government policy or regulations;
- more effective negotiations with banks, suppliers, agents, family members, farm staff and others in the farm community;
- improved family relationships, by developing a shared vision and realistic succession plan.

Target audience for the programme

The target audience for this programme consists of the members of farm management teams, which are usually all the members of the farm family, adults and children, who have a direct responsibility for matters affecting the farm.

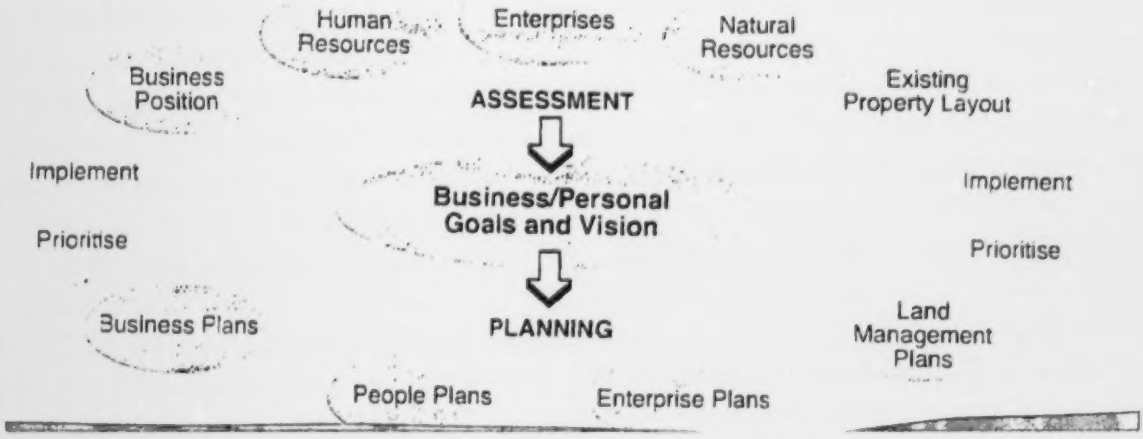
Innovative aspects of the programme

Future*Profit* is a learning initiative that uses a planning process, which enables farming families to take control of their future. The outcomes of the workshop sessions are achieved through a process that allows family teams to work together with other farm family units to identify where they are at now and where they are heading to in terms of the management and sustainability of their farm businesses. This self-directed process allows the members of each farm unit to learn new skills about planning while they develop management plans that consider all the farm business resources: land, human, financial and enterprise resources.

The whole process of Future*Profit* is based on a planning process that takes into account the following: personal and business vision, natural resources, business performance, and the human resources of the whole farm and family unit. The following diagram describes the Workshop process for the Future*Profit* Integrated Workshop Series.

The structure and process of the programme provides distinct and important services:

1. it meets the immediate needs of those attending, and
2. it provides a re-introduction to learning in a safe, positive environment for many people who may not have participated in learning activities for some time.



The Property Management Planning Process

Co-ordination and management of the Programme

The Department of Primary Industries (DPI) is the lead agency managing the delivery of the Future*profit* programme in Queensland. Partnerships have formed with other government agencies, industry bodies and the private sector.

The Department employs a State coordinator, two State project leaders (Quality Management and Communication) and five Regional co-ordinators. District facilitators are employed on a project basis. Queensland's Future*profit* State Co-ordination Council oversees administration of the Future*profit* programme. This body is responsible for determining the priorities, target group, strategies, funding and co-ordination arrangements consistent with the framework set out in the partnership agreement between the Commonwealth and the State.

The Program Co-ordinator's role is to ensure that the learning priorities of farmers are effectively and efficiently matched with those providers who are able to optimally meet their needs. The Program Administrator in each State is responsible for managing the programme consistent with the priorities determined by the State planning group (the State Co-ordination Council) and within the framework set out in the partnership agreement. Queensland's Future*profit* programme has strong industry representation on its Council.

Currently, Queensland has 41 facilitators who manage and deliver the Integrated Workshop Series and other activities of Future*Profit*. These facilitators are drawn from their communities as they are best placed to understand the needs, concerns and conditions of the farmers there. The skills of these facilitators are recognised as critical to the success of the PMP Campaign. Training opportunities are regularly provided to help the facilitators to improve their skills. This training is provided at both state and national levels.

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Increasingly, Queensland has sought to involve industry and private sector consultants as partners in the delivery of the programme. These agencies and individuals act as facilitators to provide technical advice to participants of the workshops.

Special features of the programme

The Integrated Workshop Series is based on eight workshops. Each workshop takes up to one day to deliver. The workshops are arranged according to the priorities, time and location that best suit the participants' needs. The full series of eight workshops can be offered over four months (one workshop each fortnight) or eight months (one workshop per month).

The eight workshops provide for an integrated and interactive learning experience where the workshop participants work through a strategic planning process using action learning principles and techniques. Learning takes place among groups, in a relaxed, informal environment. As with all other state and territory operated PMP projects, the core product of Future*profit* is the Integrated Workshop Series (IWS). There are also other activities, which provide more detail on specific topics of interest.

Over the period established for delivery, the participants work through an initial goal setting exercise to establish a shared vision and goals for their farm business for the short and longer term. Subsequent workshops enable participants to take stock of the whole business. From their findings, the participants develop strategies to address areas of the business in need of change in order to meet their set goals. Discussion of these issues is supported by expert advice from relevant private and government sector organisations.

At the end of the workshops, participants have the basis of a strategic plan for their business. More importantly, however, through their knowledge of the planning process, gained over the period of the course, they have the skills to review and revise these plans as their priorities or life circumstances change.

The frequency of activities is affected by the type of industry, location, distance between group members and timeliness (including seasonal or operational factors).

The strategy adopts a number of key service delivery principles. These have been developed with farmers across Australia:

1. Application of strategic planning processes
2. Encouragement of families involved
3. Whole farm approaches
4. Business and personal needs identification
5. Participants and partners progressing towards interdependence
6. User contribution regarding payment
7. Participants motivated to progress to other personal learning and business development programmes
8. Accreditation of the programme
9. The use of adult learning principles

The strengths of the programme

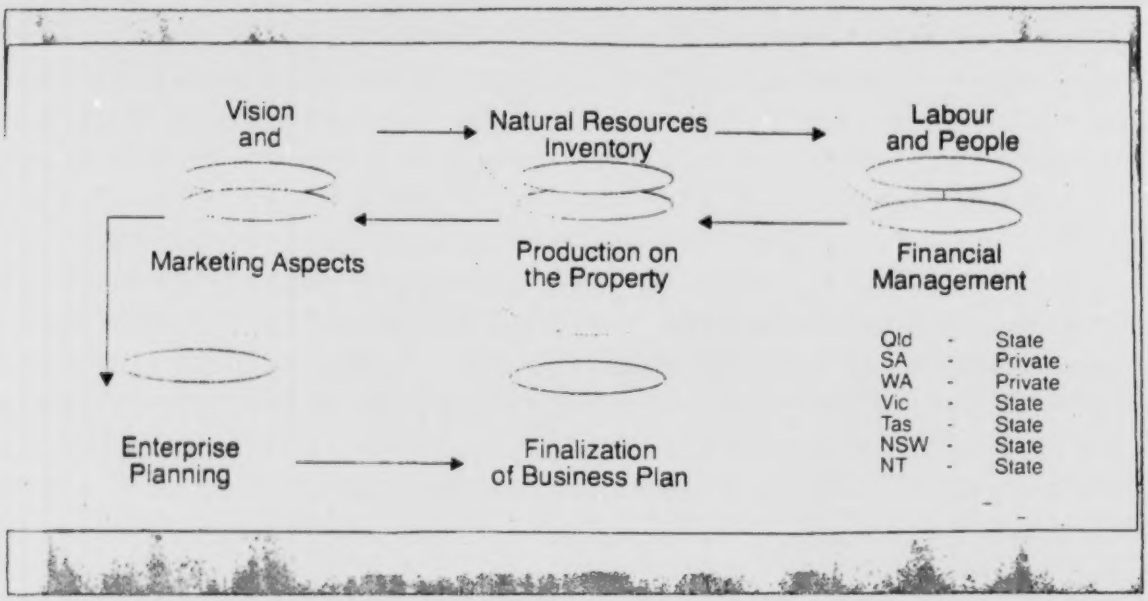
The Future*profit* programme provides farmers, graziers and their families with improved planning and decision-making skills. The programme respects the experience and knowledge that farmers have before beginning the workshop series. The workshops make significant use of oral language to drive discussions and interactions between participants as a means to purposefully engage people with low or marginal levels of literacy. Future*Profit* is delivered in a workshop format using adult and action learning principles and techniques. Further strengths of the programme allow for workshop participants to:

- share information, knowledge and techniques;
- work together in groups to solve problems as well as breaking into family units to allow the unit to sit down and discuss their own business
- assess all components of the business
- decide on what is important to them as a family and business unit so as to work toward a secure future
- examine the financial and productive pressures on the business
- develop a business plan to allow farmers to run a more productive and profitable farm business
- discuss production, management, marketing and land management issues with their neighbours
- be introduced to a group activity and social event that provides incentive for further interactions
- be better informed and in control of the decisions made relating to the farm and the family business.

Structure of the learning process

The participants learn under the guidance of an experienced facilitator. Experts in various fields are used as necessary to provide specialist information to meet the participants' needs throughout the Workshop series. The outcome of the learning process is a plan that leaves families with more motivation and greater confidence in their ability and capacity to manage change on their farms. The experience also provides for participants to build confidence in their abilities as learners. A significant percentage of the participants realise the value and contribution of their educational experience and go on to engage in further education programmes.

The following diagram provides a schematic representation of the Workshop process.



The Workshop Process

The underlying process/principles reflected include:

- adult learning principles
- action learning process
- ⬭ action learning / revisit goals / revisit or add to business plan things to be done differently / changes.

Farm families within workshop groups are offered workshops on topics ranging from mapping the physical resources of the property to transferring the family farm between generations. The range of workshops is developed locally according to locally identified needs and conditions. This is consistent with the need to ensure learning activities are relevant to the needs of adults.

The situation analysis of the whole farm enterprise including the human, financial, and natural resources and the analysis of the performance of the production system help learners to identify the gaps between where they are now and where they wish to be. Once again, groups or families can then take action to reduce weaknesses, avoid threats or realise opportunities and capitalise on their strengths. They may choose to undertake more detailed follow-up workshops or training opportunities including the suite of one-off Property Management Planning workshops.

At the end of the workshops, participants have the basis of a strategic plan for their businesses. More importantly, however, through their knowledge of the planning process gained over the period of the workshops they will have the skills to review and revise these plans as their priorities or life circumstances change.

The workshop structure uses a strategic planning cycle. This cycle is depicted in the following diagram:

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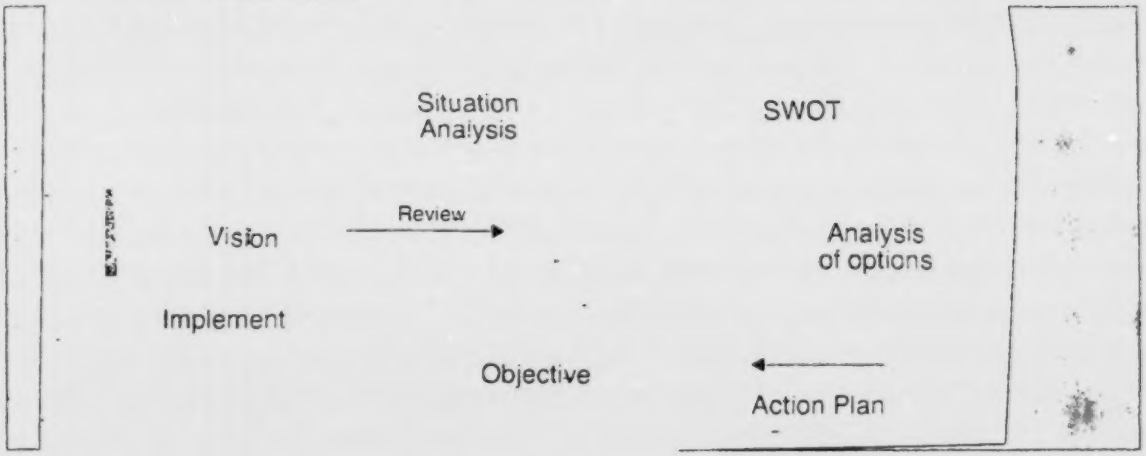
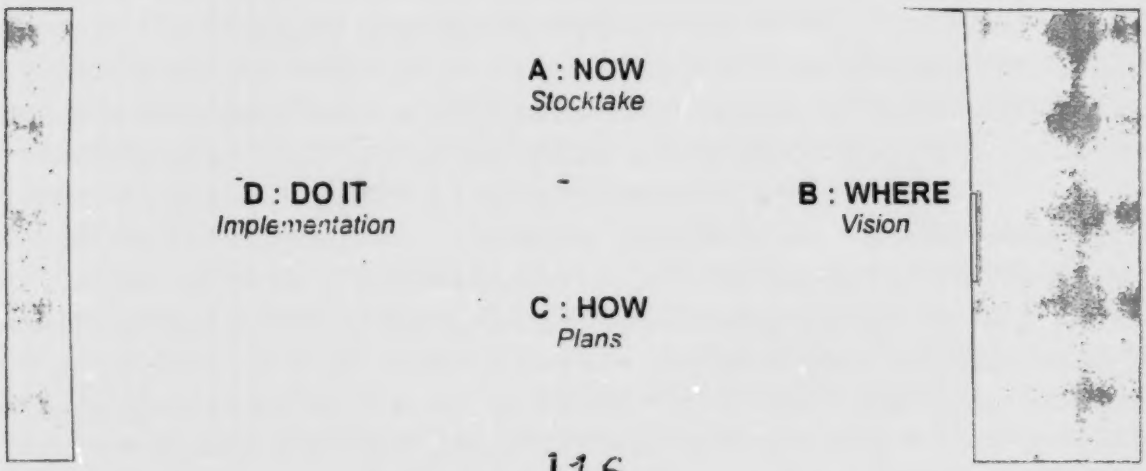


Property Management Planning is based on the premise that making a living from the land, whether in crops or livestock, is a business. By viewing the traditional family property as a small business it is possible to apply a business planning approach to its management. However, business planning has historically focused on finance with a major emphasis on marketing financial management and, to a lesser extent, production systems. PMP, as adopted in Queensland under the project name Future*profit*, uses a business planning process that recognises:

- the importance of long term goal setting in business management;
- land as the basic resource of any farming/grazing enterprise and a major focus of the business planning process;
- the importance of the human component of running a farming/grazing enterprise; and
- financial viability as essential to sustainable management.

This same process can also be explained through viewing a simplified version of the model:



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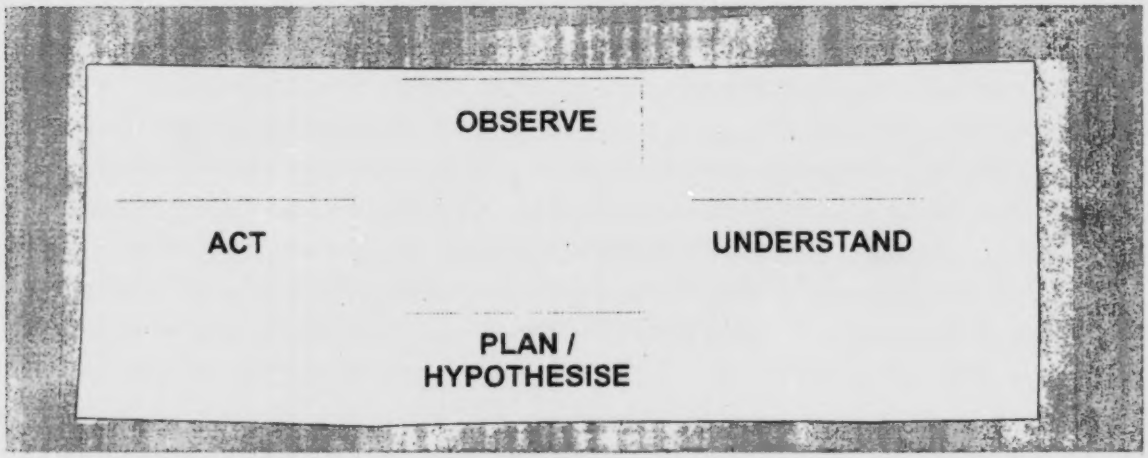
The Action Learning Cycle forms an important and integral part in the process of learning and also provides a structure to the learning experiences undertaken during each workshop.

Action Learning provides a continual process of learning and reflection that is guided by the workshop facilitator and supported by members of the family units in collaboration with other workshop participants. It emphasizes getting things done. The individuals learn with and from each other by working on real problems and reflecting on their own experiences. This process helps each participant and family group to take an active stance towards their life and the range of management issues associated with their farm business. Using this approach overcomes the tendency for individuals to feel passive towards the pressures of life.



The PMP cycles have distinct similarities to processes used in action research and action learning, which are also based on planning cycles. The common elements include planning, acting, testing, evaluating and reviewing. These cycles are central to both the workshop processes as the major learning outcomes for the participants, and for the professional development of landholders, facilitators and extension officers. An action research approach has also been used in the development, delivery and evaluation of the service.

Module guidelines have been designed to assist Future*Profit* staff in developing modules for use in the workshops. The guidelines allow for contexualizing local materials while still maintaining continuity with all aspects of the programme regardless of where it is taking place in Queensland. Handbooks and other resource manuals, central to the programme, have been developed and revised over time.

Learning methods and materials have learning goals and are tested and monitored on an ongoing basis. If necessary, they are modified in accordance with the needs of those involved. Monitoring and evaluation of the programme have formed an important aspect of the state, territory and national campaign.

Between July 1996 and July 2000, a total of 9,523 participants attended Future*profit* workshops in Queensland. A recent evaluation of the programme indicates that *Futureprofit* has had a positive impact on overall farm management in that state. Success has been noted in the following areas:

- a significant number of farming and grazing families reached across rural and regional Queensland;
- increasing use of the whole family approach to the operation and development of farm enterprises;
- many changes in knowledge, skills and aspirations towards farm management and more positive attitudes and confidence in decision making;
- practical change across a variety of management areas;
- better communication skills among farming families;
- improved planning skills in farming families;
- an increase in development and use of risk management strategies;
- motivation to learn more and participate in other learning activities;
- increased collaboration and linkages to other programmes;
- enhanced facilitator skills and a desire for ongoing improvement;
- capacity building in rural Queensland as all the facilitators live in the region and the participants are also applying and passing on their skills.

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Ganokendra: the Innovative Intervention for Lifelong Learning and Community Development

CASE STUDY

BANGLADESH

Introduction

Reason for launching the Ganokendra programme

Dhaka Ahsania Mission (DAM) considers that education is the basic input in human resource development and that illiteracy is the root cause of poverty, underdevelopment and many of the social vices. Therefore DAM's development programme begins with education, proceeds with skill training, flourishes with income generation and continuing education and ultimately results in environmentally sustainable programmes absorbing disadvantaged children and others in the process as it moves to higher and higher levels. All of its basic and continuing education programmes are implemented in non-formal education settings. These programmes cover all age groups having five components: a) Pre-primary Education; b) Non-Formal Primary Education for Children; c) Literacy Programme for Adolescents; d) Adult Literacy Programme; and e) Continuing Education Programme. Each of the programmes has been carefully designed to serve the needs of the relevant groups. Continuous review is undertaken for improvement of the programmes.

In a country like Bangladesh with a low literacy rate and widespread poverty, it is a big challenge for non-formal education programmes to have an impact on the lives of neo-literate people. Without adequate opportunities for retaining newly acquired literacy skills, there is a danger of losing literacy skills altogether. One way to retain the

literacy of neo-literates, particularly adolescents and adults who do not intend to enter the formal system of education, is to set up multi-purpose community learning centres at the doorsteps of newly literate people. DAM's Ganokendra started functioning to meet these needs.

Objectives

The general objective for organizing Ganokendra is to provide learning opportunities to the people through institutionalized information support services for improving the quality of life.

Specific objectives:

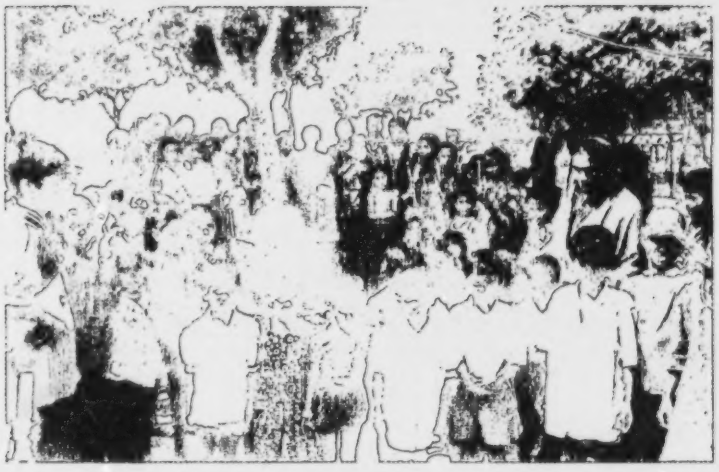
a) To promote a culture of lifelong learning and development by setting up an institution through which non-formal education and training can be provided to those who have completed basic literacy courses

b) To organize community libraries stocked with easy-to-read materials, wall magazines and newspapers making available to remote communities information that is relevant, practical and understood by people who have only basic literacy skills

c) To build up an institution that brings people of a community together, enabling them to network with NGOs and Government and to access services that are available to them

Evolutionary process

DAM started its education programme in 1981 with a primary school in the evening hours for poor children from urban slum areas. The literacy programme for rural adults began near Tongi in 1984, while the post-literacy programme dates from 1986. The initial



post-literacy programme was aimed at providing short-term back-up support to neo-literates because there was a dearth of reading materials in the rural areas. To provide a structured post-literacy programme, in 1992 DAM initiated Ganokendra as post-literacy centres.

Initially Ganokendra were established for post-literacy purposes only; gradually their role was widened to meet the learning needs of the community in other fields. Ganokendra now play the role of village community centres with libraries and facilities for recreation and other socio-cultural activities. The community also uses the centre to hold regular discussions on issues of local interest. On the one hand, non-formal education programmes in the area are linked with Ganokendra for the purpose of continuing education; on the other, the community in general uses it as their own place for reading and socio-cultural activities. The Ganokendra now functions as a community learning centre.

Ganokendra are organized in all programme areas of DAM where basic literacy programmes are being implemented over a period of time. The following table shows the number of Ganokendra set up since 1992.

Year	Ganokendra in operation during the year
1992	50
1993	208
1994	225
1995	241
1996	571
1997-8	873
1998-99	905
1999-2000	1,172

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Why the programme is considered innovative

The innovative aspects of Ganokendra are:

- It is organized and run by the community.
- Its post-literacy learning support is not time-bound. It addresses the learning needs of neo-literates for an indefinite period.
- Its users strive to reach an advanced literacy level.
- It is accessible to all people in the area, not just the neo-literates from literacy centres. Out-of-school children, people with limited reading skills, local students and others attend Ganokendra to read newspapers and play games.
- It is used as a place for training and issue-based discussion.
- Its activities are linked with socio-economic and environmental programmes.
- It is an information centre where newspapers, newsletters and information materials from other agencies are available.
- It is a platform for providing educational and financial services (micro-credit) simultaneously by DAM alone or in partnership with other NGOs.
- It is used as a service delivery centre by other agencies, including government extension departments.

Access, equity and gender

Ganokendra are accessible to everyone in the community, regardless of gender, age and socio-economic background. At present Ganokendra activities are concentrated in rural areas. As DAM's literacy programmes are mainly targeted to women, they become the first users of Ganokendra and a large portion of services is planned for them. The learning materials developed and supplied by DAM to Ganokendra are gender sensitive, and are intended for both male and female members of the community. Gender training courses are organized at the Ganokendra level for both men and women.

Madhukari Ganokendra was established at the initiative of Mrs. Rabya Haq, a graduate living in the village. She approached a partner organization of DAM named Sheba Sangstha and through this organization the Ganokendra was established. A committee was formed where Rabya became secretary and also chosen for the community worker position. In Madhukari Ganokendra men and women work side by side in different social and economic areas but the Ganokendra system works for upholding the rights of women. A significant change in the economic life of the dwellers came through the hand stitching work supervised by the community worker. She organizes the whole functioning of the Ganokendra. She ensures that all social activities in the community are organized through the Ganokendra including the economic activities. It is through this Ganokendra that female leadership is surfacing in the community.

To sustain the Ganokendra the management committee sent a nicely painted pot with the name of the Ganokendra to each of the targeted 54 families of the village. Each family throws a handful of rice in the pot every day so that after one month around 54 kg of rice is accumulated. The money received from the sale of the rice was invested in a small stocking business at the time of harvest when the price of rice was low and sold when the price is higher. The Ganokendra also leased some land with the proceeds of the crop, which fetched a good profit. This is how the Madhukari Ganokendra is becoming sustainable.

Model/Process

Target population

The Ganokendra were initially opened to serve those completing adult and adolescent literacy courses. School dropouts and people with limited literacy skills also became the target population. About 70% of these beneficiaries were women. A Ganokendra serves approximately 75-100 learners, providing them continuing learning opportunities to ensure that they are able to retain their newly earned literacy skills and acquire new skills to supplement their family income. Ganokendra are open to all members of the community in which they are located. Men, women and children are all welcome to come and read the materials available and to join different training, education and cultural programmes organized through the Ganokendra.

Features of the programme

Ganokendra are locally managed institutions, and as such each can be developed differently according to local needs and expectations. However, there are some basic features common to all of them:

- They provide ongoing non-formal education and training opportunities to those who have completed basic literacy courses.
- They have community libraries stocked with easy-to-read materials, wall magazines and newspapers for people who have only basic literacy skills.
- They bring together the people of a community, enabling them as a community to network with NGOs and Government to access services.
- They serve as channels through which a range of community development services can be provided.

Each element mentioned above reinforces the others. Basic literacy skills allow materials on issues such as health and hygiene to be read and understood. The availability of useful materials that people want to read facilitates the retention of literacy skills and promotes lifelong learning. The availability of reading materials in the Ganokendra brings

the community together. The provision of development services encourages the community to ensure that the library services are maintained.

The Ganokendra as a community library

A Ganokendra in its most simple form is a community library. This in itself is a valuable service since in rural Bangladesh reading opportunities are extremely rare. The booklets provided to the Ganokendra are specially designed as follow-up materials to the functional literacy courses. They are thus the resources that transmit essential messages in rural Bangladesh, including the importance of drinking clean water, the need for good nutrition during pregnancy, and the need for replacing trees that will be cut down for firewood. Other issues including the problems of dowry and beneficial agricultural practices are also covered. The operation of the community library is the responsibility of the Ganokendra facilitator. Any member can take out books on loan.

Organizing information, counseling and resource services

Community level social awareness programmes are organized to raise awareness of the issues such as gender, drug abuse, the environment, rising arsenic levels in tube well water, and others. Campaigns addressing health issues such as the high death rate during childbirth, infant mortality, diarrhea, drug abuse and AIDS are also organized to coincide with national days.

The means of providing information, counseling and resource services vary from one Ganokendra to the next. Local experts (local craftsmen) may facilitate discussion groups, or outside resource persons (Government health workers) may come to offer direct assistance and information.

DAM is at present trying to provide IT (Information Technology) facilities at the Ganokendra level for the organization and dissemination of information amongst the community members.

Each Ganokendra is encouraged to prepare its own wall newspapers. These promote interest, encourage involvement and raise awareness of local issues.

DAM has identified a number of key issues that need to be addressed in all Ganokendra. These include gender sensitization, environment conservation, income generation, health awareness, water and sanitation, early childhood development and socio-cultural development. DAM provides training support in collaboration with the Training and Materials Development Division of the organization and other relevant training services/ institutions. Facilitators receive training and in turn provide guidance and orientation to members. All such training courses are organized at field level and, where appropriate, local resource persons (e.g., from Government or other NGOs) participate. A few common strategies pursued in undertaking these various activities are mentioned below.

a) For gender sensitization, there are campaigns and orientation programmes at the community and institutional level. These include community meetings or rallies, gender and development training, parent education, or school programmes. Gender training focuses on the economic and social roles of women in Bangladesh, the division of labour, and role of men in the empowerment of women. The supervisors and facilitators receive gender sensitivity training. The facilitators in turn train Ganokendra members.

Johra Begum has two children. Her husband Atar is a poor agricultural labourer. They were too poor to arrange two square meals a day for the family. Atar was very rough and rude to her and every time he returned from the field, it became a new threat to her. Whenever she tried to raise a voice saying how could she manage food for the family, Atar used to beat her mercilessly right in front of the children and at times he threatened to divorce her.

Around that time she joined a Ganokendra. Day by day Johra learnt many things, including the development of relationships between men and women. She used her newly acquired knowledge to improve the relationship with her husband. She also informed her husband about the Ganokendra's loan programme. Her husband was particularly happy to know that she could receive a loan and raise some cattle and poultry to improve their economic condition. Ultimately they received a loan from the Ganokendra, which brought them additional income and at the same time her respect in the family improved.

b) Environmental training includes activities to promote tree planting and the promotion of smokeless ovens (simple modifications to ovens that both reduce fuel needs and reduce the health hazards of a smoke-filled household). In order to enrich the existing environmental condition of forests, facilitators encourage village-based planting through mobilization of the people, training and a supply of seeds or seedlings. Initiatives for establishing nurseries are supported through linkage with appropriate credit and training programmes. The training is provided for the facilitators and/or interested Ganokendra members.

c) Members of small groups accumulate their own small savings and pool their funds in order to start up income-generating activities either individually or in cooperation

with others. The group members also receive micro-credit for undertaking these activities and also link up with ongoing credit programmes of other agencies.

d) Socio-economic development and cultural development are inseparable. The people should know and practice their own culture so as to preserve their own heritage. So it is pertinent to organize different types of cultural activities in each Ganokendra.

e) Water and sanitation programmes assist Ganokendra members in regard to tube well installation, sanitation, latrines and the testing of water supplies.

f) Skill development training is an important component of the functions of the Ganokendra. The training provided is tailored to the capability of the group for which it is intended. Provision is being made for the development of IT facilities and training for rural educated and unemployed youths.

Facilitating networking functions

An important function of the Ganokendra is that it can link up with other service providers. Gradual strengthening of the Ganokendra fully realizes its potential for accessing services that are already available to the community. Examples of current and future possible networking functions of the Ganokendra are as follows:

- The Government aims to provide health services, including immunization, referral services and health education at the community level through EPI (Expanded Programme of Immunization) Centres. Government health services are often poor, a situation complicated by the fact that communities are not demanding from health workers the services to which they are entitled. Members of a Ganokendra, empowered by knowledge about health services, can request the Government health authorities to use the Ganokendra as an EPI Centre, and persuade Government health workers to attend regularly.
- Having read the follow-up materials on animal husbandry, Ganokendra members can collectively request veterinary services that are available from the Government.
- Drug abuse may be a problem among village youth, especially in border regions. Materials for raising awareness about the perils of drug use are available through national organizations. The Ganokendra management committee in some cases may request educational materials and organize local events on a national awareness day.
- Ganokendra in a region may network with each other by sharing ideas or fund-raising schemes or by jointly organizing training programmes. A network of Ganokendra facilitators in a few villages of Jessore district has recently been organized to work together to prevent trafficking in children and women.

Jamuna Ganokendra has been established in Jessore district. People from various professions and income groups live there. The population is around 3,400. The community worker is Mrs. Nasrin Aktar. Nasrin started her adult literacy centre with a group of only 30 learners. Now as a Ganokendra it is undertaking income generation activities. Anybody passing by the Ganokendra can hear the noise of sewing machines. This is a workplace for several members. The community worker herself with her innovative ideas and requests from participants once trained a group of 15 members who paid a fee of only Tk.150 per person per month for three months. With this amount the committee managed to purchase a sewing machine for the centre and another machine was donated. With these two machines she initiated a permanent training section for sewing, which provides a regular income for the Ganokendra in the form of training fees. They established direct linkage with other Ganokendra and provided their services to them for mutual economic and social improvement. They have contracted with Padma Ganokendra to provide their sewing services for groups of 20 persons at a fee of Tk.120 each per month. With this arrangement they have ensured a regular source of monthly income of around Tk.800, which is available for further investment.

Curriculum and materials

A variety of printed materials, including booklets, games, posters, charts, stickers and audio-visual materials are used in the Ganokendra. In addition to these materials, a newsletter and a wall magazine specially designed for neo-literates are supplied on a monthly basis. Hand-written wall magazines prepared by the Ganokendra members and a mimeo newsletter produced at the local level are also used as information and educational materials.

The books, booklets, posters and stickers used in the Ganokendra are collected from internal and external sources. DAM's Training and Materials Development Division supplies easy-to-read books and IEC materials. These contain information on agriculture, poultry farming, livestock raising, kitchen gardening, small business management, environment and sanitation, health and hygiene, food and nutrition, dangers of drug addiction and other topics of interest to readers. There are also comics and stories. Books and information materials are also collected from external sources such as NGOs, government extension departments, and individuals.

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As the majority of the users are neo-literate, easy-to-read books are supplied. Books covering all levels (Basic, Middle and Self-learning) of the National Adult Literacy Curriculum are made available to suit the difficulty levels of the users. As a post-literacy competency target for neo-literate individuals (in terms of literacy competency), DAM has worked out a minimum literacy level, one step beyond Level 3 of the national adult literacy curriculum, to be achieved by Ganokendra members.

To facilitate dissemination of local news through the Ganokendra and to encourage neo-literate members to practice writing, the facilitators, supervisors and selected Ganokendra members are actively involved in developing a wall magazine which is produced on a monthly/quarterly basis. This is an indigenous product prepared on poster paper with handwritings of the contributors and hung on the news board at the centre. Selected writings from these wall magazines are now reproduced in a special monthly bulletin in mimeo form at field office level and circulated to all Ganokendra in the area.

Teaching-learning process

Creating scope for literacy practice and for acquiring life skills, access to information and the organization of community development activities through local initiatives are the major focus of the Ganokendra. The participants in the Ganokendra activities learn through reading, discussion of issues, and training. The facilitator or community worker provides literacy support as a regular activity. Members can read books and materials on the premises or borrow them for reading at home. The supervisors on a monthly/fortnightly basis facilitate discussion sessions. Sometimes resource persons (local extension personnel) come to facilitate discussions on specific topic(s).

The learners also learn by doing. The centres with community support organize socio-cultural activities for promoting gender development, conservation, recreation, immunization and other issues. Each Ganokendra has its own plan for organizing such social activities depending on the decisions of members. Examples of current activities include *uthan baithak* (courtyard meetings), rallies, immunization campaigns, Independence Day or Victory Day observances, dramas, folk song performances, exhibitions of women's products, and sports events.

Implementation, supervision and management

A Ganokendra is organized and managed by groups of neo-literates with backup support from DAM and in collaboration with the local community. A facilitator who works as a community worker is recruited from the community. (S)he initiates the activities and looks after the smooth functioning of the Ganokendra. Ganokendra facilitators are normally women from the locality. Women facilitators are preferred since the majority of the initial users of the Ganokendra are those completing DAM's adult and adolescent literacy courses. Seventy per cent of these are women.

The facilitator remains responsible for the overall operation of the Ganokendra. Normally the centre remains open for 4-5 days a week and 2-3 hours daily. She maintains the library or information centre, collects books and materials, issues materials to members, organizes Ganokendra-based activities in consultation with the management committee

and DAM field staff and maintains liaison with various Government and NGO service providers. The facilitators are supported by DAM field staff and report each month to DAM through the management committees.

The overall management of the Ganokendra is the responsibility of the management committee formed by people of the locality. Local people, including existing and potential users of the Ganokendra, are consulted in the process of the formation of this committee. Its purpose is to plan the activities that the centre is to offer (training courses, networking activities, community library, etc.) and to ensure that the activities are implemented satisfactorily.

There is regular communication between the facilitator, management committee and DAM field staff, all of whom attend monthly management meetings at the Ganokendra. DAM's supervisory personnel supervise the functioning of the Ganokendra and maintain close liaison with the Ganokendra committee formed with 5-7 members. DAM technical, material and financial support is provided during the initial year(s) of its operation. Ganokendra members raise funds for undertaking activities at local level. Gradually DAM's support will be phased out. The management committee will be responsible for ensuring the financial viability of the Ganokendra at the end of the five years of DAM support.

DAM equips all Ganokendra with basic furniture, including benches, news boards and bookshelves. Each Ganokendra is supplied with booklets that have been designed as follow-up materials to the literacy courses, and other easy-to-read materials (all in Bangla). These include booklets that deal with topics of national, community and individual interest, including issues related to current events, the environment, legal rights, health issues, biographies of prominent people, and agricultural practices.

Community participation

The Ganokendra is a community-based learning centre. The people living near the Ganokendra are involved at different stages of its implementation and management. Over time their involvement increases because the learners benefit from the ongoing programmes of the Ganokendra.

Training and skills development

Ganokendra facilitators and supervisors receive training both in centre management and supervision and in the organization of core programmes such as those for gender, environment and socio-cultural activities. The basic course is for six days organized at the field office level, conducted by DAM trainers. There are follow-up courses for the facilitators and supervisors. Networking with other local development initiatives, mobilizing local resources, community participation and development of learner-generated materials are a few key areas covered in the training curriculum. An orientation course prepares the Ganokendra management committee members to discharge their responsibilities.

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Monitoring and evaluation

The MIS Unit of the Planning and Monitoring Division of DAM monitors Ganokendra operations regularly against set indicators. Performance is also monitored through regular reports from the facilitators, supervisors and area coordinators. These reports are cross-examined by MIS personnel during their visits. The central management team of DAM (programme officers, programme coordinator, and director) make inspection visits to look at the management, networking and learning support programmes of Ganokendra. After field-level and central office analysis of the reports and the visit findings, the local centres receive feedback in regard to their activities.

Areas of Monitoring

Management aspects:

- Fund flow
- Training of staff and facilitator
- Activities of field and management staff
- Material support
- Community participation

Progress:

Qualitative Indicators

- Training received by facilitators
- Contents of reading materials
- Appropriate size of Ganokendra house
- Community participation
- Ganokendra's own publication
- Resource mobilization
- Arranging support services from other sources
- Programmes initiated
- Integration with income generation activities
- Daily average attendance
- Regular books/magazines
- Raising awareness of development issues
- Opening time
- Training arranged for members

Quantitative Indicators

- Total number of members
- Total reading materials
- Separate house
- Formation of committee
- Regularity of management committee meetings
- Updated record keeping
- Regularity of member meetings

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- Hours of service
- Regularity of supervision/visit
- Visit by committee members
- Regularity in all types of payments
- New materials added
- Mobilization of funds
- Fund management

Sustainability and collaboration

Impact

Ganokendra are community learning centres that meet the multiple learning needs of the rural population, who generally have little or no access to learning materials and information. At present, there are 1,172 Ganokendra spread over 11 thana (sub-districts) in 5 districts.

Mainstreaming

At present, Ganokendra are addressing the basic learning needs of adults. Since there is little or no scope for additional learning on the part of rural adults in Bangladesh, there are no opportunities for mainstreaming into education. DAM, however, plans to use Ganokendra as outlets for providing ongoing education to the rural population. At present, Ganokendra members are linked with other socio-economic development programmes for ultimate improvement of the quality of life.

Post-literacy and continuing education

Ganokendra are centres for all age groups to increase their literacy and improve their learning. Some of them are now occasionally used for occupational skill development training. DAM plans to expand the role of Ganokendra so that they can serve as vocational training centres as well. In addition, there are also plans to link Ganokendra programmes with those offered by the Open University.

Cost-effectiveness

Costs for organizing Ganokendra include expenses for housing, furniture, books and materials, training and services, and supervision and monitoring. Depending on the activities, the operational costs vary from one centre to other.

Per person cost depends on how many members the Ganokendra serves. Generally, one centre is planned for 100 members. On that basis, expense per person amounts to Thaka 553 (US$10) per year, including costs for post-literacy and training courses in gender, leadership and conservation.

Sharing the operational costs of the Ganokendra starts from the very beginning, although initially it may be nominal. DAM has now developed a five-year plan with a gradual reduction of its contribution, leaving the management committee of the Ganokendra to take over fully at the end of that period.

Sustainability

Because these centres are set up and run by the beneficiaries themselves, they become the meeting places and sites for different village socio-cultural activities. In the long run the community itself will take over the management of Ganokendra activities. A gradual phasing-out plan has been developed at Ganokendra level in consultation with the users of the centres. The socio-cultural activities would continue at the centres. Information materials would be collected from local government and non-government agencies.

After participation in post-literacy and training/discussion sessions by the learners, their way of life is expected to improve. The beneficiaries will also have access to diversified income generation activities to raise their level of income. The support for gender development and environmental services will have a long-term impact on the lives of the members. Training in gender awareness will create equal opportunity for women to join in development initiatives as well as in the decision-making process in the family and society.

Replication

The Ganokendra as an indigenous learning institution can be replicated by any organization having experience in working with the community. In fact, organizing community libraries, post-literacy centres and youth clubs is nothing new or unusual in Bangladesh. Any institution can play the role of a Ganokendra if the objectives and roles are similar and inputs provided accordingly.

A new Ganokendra does not have to be a post-literacy centre first. DAM's experience shows that even the organizing process (of Ganokendra) can start with a programme for earning extra income through credit groups or organizing people into water and sanitation groups and gradually moving towards lifelong learning activities covering other areas of education. This sort of flexibility in Ganokendra organization gives scope for replication as learning centres based on the needs of their clients, which also ensures their sustainability.

Collaboration and partnership

DAM is currently collaborating with twenty local organizations that are operating Ganokendra with technical, financial and material support from DAM. There is also partnership with ASA where DAM is providing educational support services and ASA is providing financial services (in terms of micro-credit) to the Ganokendra members. Under another partnership, technical support for primary health care programmes for Ganokendra members is being provided by Concern Universal.

For the organization of new Ganokendra, technical and material support services from DAM are available with payment of service costs. DAM's Training and Materials Development Division can be contacted for that purpose. For linking up current interventions of any organizations in the existing Ganokendra areas, DAM is open to establish partnerships with the concerned organizations according to mutually agreed principles.

Lessons learnt

- There are demands for learning life skills among adults and adolescents in rural communities. These skills must be inculcated in flexible ways using easy language.
- Learning materials should always be suited to the difficulty level of users.
- Not only books attract learners to the community libraries. People enjoy joining in recreational programmes and learning can be integrated with those activities.
- The neo-literates have the potentiality to produce information bulletins for the community.
- Literacy and community development activities can be integrated at any point of delivery of the service package of the organization.

Limitations, challenges and opportunities

- Finding a suitable permanent venue for a Ganokendra is not that easy.
- The absence of incentives for the financial and professional development of facilitators affects their enthusiasm.
- Information materials flow irregularly, particularly in remote areas. Supplying daily newspapers becomes a big challenge. Improvements in road communication and increasing the number of newspaper readers are ways to face this challenge.
- Facilitators face difficulty in managing multi-sector activities.

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Community-Based Poverty Alleviation:

CHINA

A Technical Training Centre for Ethnic Minority Women

Xinlong Technical Training Center for Women is a community-based centre. This case study illustrates a community's awareness and confidence building, resource mobilization, capacity building and poverty alleviation by using developmental approaches.

Background

Xinlong Village is located in a poverty-stricken mountainous ethnic minority area in Sanxi District, China. It is one of the most disadvantaged areas of China. There are 240 families with a community population of 1,228; 98% of the villagers are ethnic Hui. The living conditions are poor, with a dry climate, high altitude, and mountainous land with little plant growth, isolation, and a basic economy. Accordingly, shortages of food and clothes are common. Education is far from meeting the needs of this community. Some school-age children, especially girls, do not go to school or drop out of school. Adult women have few opportunities to get information, knowledge or skills to improve their lives. According to local tradition and religious customs, it is not proper for girls at age 12 and above to go outside their homes. Most wives will stay at home cooking, sewing and working on their private land.

The farmers have taken responsibility for their own land since the early 1980s. Thus each family in Xinlong has its own land and villagers work very hard to get a good harvest from this land.

The villagers face difficulty in understanding how to use fertilizers, insecticides, and other innovations although many of them are now literate. In addition, almost all of the clothes, shoes and other commodities come from far away.

Ms. Shan Xiumin was born and brought up here. She was trained and works as a technician, serving as a good model for other women. She wondered why the community women didn't use new techniques to improve their quality of life? She introduced a programme to help solve this problem.

Objectives

Ms. Shan and her colleagues following the Fourth World Conference on Women submitted a proposal for establishing a training centre for women. Local religious leaders, agricultural extension officers and local schoolteachers welcomed the programme. The local government now supports it. The centre now has several well-trained full-time teachers who are graduates of the first two training workshops held there. The centre is self-sustaining.

Target groups

The main target groups are disadvantaged women such as the poor, ethnic minorities, youths in isolated areas, neo-literates and semi-literates, and those needing training in vocational and income-generating skills. Abused women also receive special attention.

Impact

Local villagers have knowledge of agricultural technology relevant to their farming work. For example, they are familiar with better methods of storing water on sloping land and the use of such water. The crop yields have increased several times. Some young women have set up their own income-generating businesses. Factories in the area or in other regions employ some of the trained graduates. The quality of life of the whole community has improved greatly.

Further discussion and details

Poor Social and Natural Conditions

With this background information, we can begin to understand the role of a community-based continuing education programme as practiced by the Xinlong Technical Training Center for Ethnic Women. Ms. Shan Xiumin and her colleagues set up the centre in a very poor community where many villagers still face a lot of difficulties such as shortage of food, clean water, clothing and other necessities. Women are in a more disadvantaged position than the men, as they doing traditional jobs such as cooking, sewing and looking after children in the home.

Awareness and Aspiration

Shan Xiumin is from the Hui ethnic minority. She was born and brought up in the area. Because of her strong interest and active participation in learning, she experiences the benefits of training and then worked as a technician. She often has chances to travel outside the community and attends meetings, workshops and other activities exchanging information and collecting ideas. She lives and works quite differently from the other women in the community.

As a technician Ms. Shan knows more and thinks more about farming in her community than many of the women. She understands that each year farming output depends on the climate. When a drought occurs, the community will be provided with money, food and clothing out of charity. However, frequently many of the villagers relapse into poverty again. Ms. Shan kept these problems in mind: *"Charity can only solve the problems of poverty for a period of time. If the internal competence and capacity of the communities are not strengthened, the outside assistance will fail in the end."* She wondered: *"Why don't we women use new techniques to improve our quality of life?"*

Awareness among communities of their needs will lead to action and the start of the change process. *"For such a long time we have been frequently haunted by natural disasters and poverty. How can we get rid of poverty?"* The rural community now and then receives new ideas and information from outside agencies about successful programmes concerning agronomy, animal husbandry or small business. Ms. Shan finds that the community members gradually come to have aspirations for change and she believes they are aware that education may be the key for change in their community.

Translate Ideas into Action

"How could we change our conditions of production and improve the traditional life of girls and women in our community? What should we do?" Critic thinking is crucial and the very starting point of the training programme. When she recalls the start of the training centre, Ms. Shan says, *"I explained my idea of setting up a training centre to my colleagues who attended the Fourth World Conference on Women. They all agree with me and are glad to help me. I also explained my idea to Mr. Ma Jiafu. Mr. Ma is a well-known religious leader in our community and very influential. I also explained my idea to the local community leaders. All of them thought that it's a good idea but some of them doubted that I could obtain enough resources to keep such a centre going."*

Ms. Shan still had some difficulties in turning ideas into action. ***What courses would be offered? Who would be the teachers? Where were the classrooms? How could we get suitable training materials?*** The answers to these questions were found mainly in the local community. Some colleagues outside the community also promised to join her.

Ms. Shan discussed with the community leaders the idea of using the community-owned houses as classrooms. After a survey of the girls and women in the community, training got under way with two programmes: sewing and farming. She started working with her community colleagues. Local religious personnel donated the first funds for initiation of the programmes. She asked a principal of a local primary school to help her to decorate the classroom and make preparations for teaching because he was good at writing and designing. She acts as the director and a teacher in agricultural technology. With the help of her colleagues attending the Fourth World Conference on Women, two volunteer women teachers in sewing and Chinese embroidery from the best vocational school in the city were invited to work at the centre for three months. Ningxia Educational Research Institute donated three sewing machines.

With these facilities and resources as seeds for the centre, Ms. Shan and her colleagues organized the first workshop on sewing and embroidery techniques. Forty rural girls and women ranging from age 13 to 29 were enrolled. Some trainees brought sewing

machines and other facilities from their homes. Overcoming many difficulties, they completed the first workshop and the trainees acquired the basic skills for designing, cutting and making clothes. In the same way, they completed a second workshop on traditional Chinese embroidery. The trainees were primary school graduates, secondary graduates, school dropouts and illiterates. They studied hard together and helped with each other. More than 90% of the trainees reached the standard set by the centre. They could design, cut and make clothes. Some of the trainees have set up their own businesses on the basis of the skills they acquired.

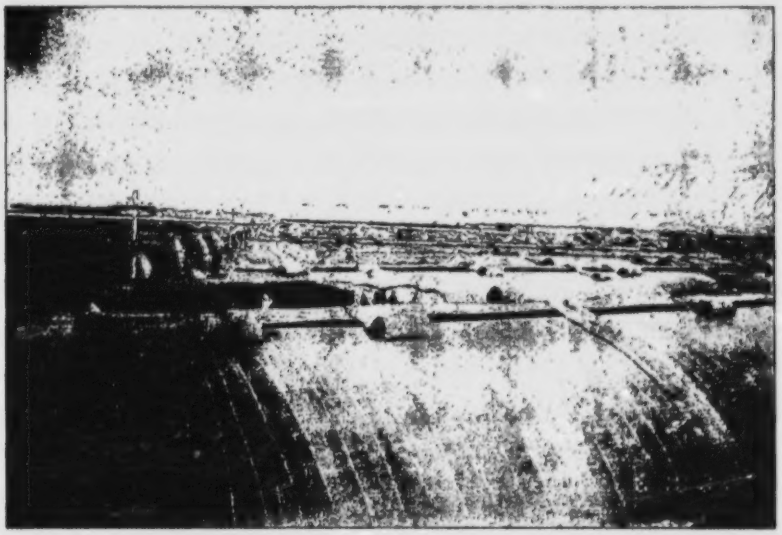
How to Develop/Adapt Materials

Before training they found some materials for trainees but none of these met their needs. However, they had no time to adapt these materials. The three excellent and experienced teachers had their own teaching plans and programmes, and they taught effectively. So Ms. Shan asked a local retired teacher, Mr. Chen Junjian, to copy what the teachers taught each day, print the materials and distribute them to the trainees. After completion of the first two training workshops, a set of suitable training materials was also developed.

How to Mobilize Resources

Capacity building is the foundation for sustainable development of the Centre. They publicized their training activities through all kinds of media. The donors to the centre find that the audiences are the priority groups they usually like to support. The donors also understand the value and benefit of training. The local commercial authority donated funds and clothes for training practice. The vocational schools sent teachers for the next two workshops and trained teachers for the centre free of charge. Ms. Shan selected four excellent learners in the two workshops to work as teachers and organizers for future workshops. During the interval between the workshops, she sent the four excellent trainees to the best vocational school to be trained by the teachers who had worked at Xinlong Centre. The Japanese Sun Qinling Foundation provided funds to build new classrooms, which are attached to the local community primary school. The Shanghai Municipal People's Congress mobilized some enterprises in Shanghai to donate sewing machines and other facilities. There are other donations as well. A year later the centre had its first full time teachers and the basic facilities in place. It had its first sustainable permanent power supply. The center could operate independently.

The second influential training programme at the centre deals with agriculture, namely the planting of crops, fruit trees and greenhouse vegetables. Sanxi district is an isolated place with dry weather, long cold seasons, hilly land and soil erosion. The centre introduced some new farming techniques in response to local conditions. Instructors taught learners to dig wells on the slopes of the hills either near their homes or near their farmland. The programme is strongly supported by government departments.



When it rains, they store water in the wells. The water is used for drinking by people and livestock and also used for watering crops during dry periods. A plastic film covering is used in the field to conserve the humidity of the soil. At the same time many farmers restructure their farmland changing sloping land into terraced land to conserve rainwater and increase the area for cultivation. Soil erosion has decreased, and local community members for the first time understand what environment protection means to them. Crop yields have been raised several times. Drought no longer has the same drastic effect on their lives.

New technology has been introduced into homes in the local community. Some villagers plant fruit trees with the technology and two or three years later, they can sell their fruit in the markets. During the winter local community members traditionally have potatoes as their only vegetable. Some villagers have set up greenhouses and now plant vegetables during cold seasons, so local people can have fresh vegetables and the growers earn more money.

Flexible Modules

Training modules are diversified and are appropriate to the needs and convenience of the local community. Ms. Shan often visits individual farms one by one and trains people on site.

Impact

The impact of the Centre on the local community is remarkable. Local community members benefit from the training programmes at the centre. Following the successful training workshops many villagers, including some from neighbouring communities, want to register for training.

If you visit Xinlong community, you will find many visible achievements: plants and vegetables in the home courtyards, robust crops in the fields even in dry weather, tailors' shops on the street and shops selling locally made clothes. Up to the present more than five hundred girls and women have received training. The centre itself and the learners' achievements seem to have become self-sustaining.

CASE STUDY

INDIA

Continuing Education in Kerala

Background

Kerala has the distinction of being a historic state in India so far as literacy development is concerned. It has the highest percentage of literacy amongst the states of India. It was the first state to experiment with a campaign for implementation of the Total Literacy Programme. Kerala is divided into fourteen districts. One of these districts, Ernakulam, became the first district in the country to be declared a fully literate district in February, 1990. The state itself was declared a fully literate state in 1991. As a result of the high literacy levels the Scheme of Continuing Education was launched in all fourteen districts at the same time in 1995.

The scheme

The Scheme of Continuing Education provides for 100% assistance to the states for the first three years of implementation. The State Governments are required to share 50% of the expenditure during the fourth and fifth years of the project. Thereafter, the State Government is expected to take over the total responsibility for the programme. The intention is to ensure that the programmes of continuing education are owned and undertaken by the people without any financial assistance from outside the state. The community needs to sustain the programme in the long run. The basic objective of such a programme is to provide lifelong learning facilities at learning centres.

Basic unit

The central facility for the implementation of a CE programme is a continuing education centre (CEC). This centre is set up to cater to a population of 2,000-2,500, 500-1,000 of whom would be neo-literates with basic literacy skills acquired under the Total Literacy and Post Literacy Programmes. Financial assistance is provided for the establishment and maintenance of the CECs by the State Literacy Mission Authority. The Kerala State

Literacy Mission Authority (KSLMA) is an autonomous body constituted for this purpose. The KSLMA is registered under the Societies Registration Act for implementation of the scheme all over the state.

Preparatory action

The scheme of CE was launched in 1995. However, the actual implementation of the programme did not begin until 1997-98. This delay was due to the considerable time required to establish and prepare a continuing education centre. This process includes identification of locations for centres, selection and training of volunteer facilitators (known as ***preraks***), obtaining reading materials and other infrastructure, and mobilization of the community. Community awareness needs to be raised. There is sometimes a loss of interest in literacy development and adult education generally because of the gap in time between the end of a Post Literacy campaign and the beginning of a CE campaign.

Kerala's advantages

1. Grassroots democracy

The high literacy rate and strong grassroots democracy in this southern state are significant factors for the success of continuing education. The grassroots democracy is in the form of a ***panchayati raj*** system. Under this system, local government, comprising elected members of the community, plan and implement the development schemes. These elected bodies, located at the district, block and village levels, are called district, block and village ***panchayats*** respectively. The elected members of these committees represent people from all sections of society including women and marginalized groups. They are sensitive to the needs of people, who are in a position to influence action through their representatives.

Another strength of this system is that the ***panchayats*** are responsible for all development schemes, including all forms of education. They are in a position to best use the resources of the community and co-ordinate the various developmental activities in the community's best interest. Since the elected representatives are in contact with the community and include women representatives of minority sections of society, mobilization of the community becomes easier and management of the field level functionaries does not pose any problem.

2. *People's planning*

The local government provides funds for the planning and implementing of the various activities that the ***panchayats*** are

involved in. These activities are the result of collective decisions based on the needs of the community. In a literate society, there is naturally a preference for activities connected with vocational education that help to improve the living standards of the people. The people of the community have a high level of awareness of training needs and what programmes are available and therefore exert pressure on the ***panchayats*** for funding various activities at the learning centres. Thus the continuing education centres in Kerala normally have few problems in obtaining adequate funds and facilities for their effective functioning.

3. *The Corpus Fund*

The collection of the *Corpus fund* is unique to the State of Kerala. A membership fee of Rs. 1 per month is levied on each learner for the use of facilities at the CEC. The people have responded positively by contributing more than Rs. 40 million. This step ensures an intimate sense of ownership and guarantees the participation of community members in the learning centre activities. It also enabled the KSLMA to use this money to improve the facilities at the learning centres.

Literacy rate

The comparatively high literacy rate of the state is visible on the roads of any town in Kerala. We can see persons from the lower strata of society reading newspapers by the roadside stalls. This habit of reading newspapers has helped to enlightened them. It has also raised the demand for and strengthened the role of libraries at the CECs. The people have also learnt to demand their rights. It is difficult for any public authority to resist their reasonable demands for things like schools, learning centres, health centres and vocational training. They are quite enlightened about the advantages of empowering the community through various income-generating activities. The trainers cannot ignore their demands and the training programmes are therefore regular and successful.

Innovative experiments

Here are some specific examples of CE activities carried out at the learning centres.

1. Agricultural literacy programme

This programme was part of the Alappuzha (Aleppy District) District scheme of continuing education. Agriculture is extremely important for a country like India where 70% of the people depend on cultivation for their livelihood either directly or indirectly. Kerala State, however, depends on other states for its food since it is not completely self- sufficient. Hence it is considered essential for the state to develop its agriculture. Therefore, literacy amongst farmers through continuing education projects conducted by the Kerala State Literacy Mission received a high priority. Programmes on agricultural literacy were conducted in the Prayikkara Continuing Education Centres in Mavelikkara Municipality. Activities at the two continuing education centres of Prayikkara and Cuntiyoor are as follows:

(i) Mavelikkara is a municipality in the district of Alappuzha which understood well the possibilities of continuing education for development of the community. It was natural that the Agriculture Literacy Programme was initiated in an area formerly called ***Onattukara*** which has a rich cultural and agricultural heritage. The Municipal Chairman Shri Kesavan and the resourceful Municipal Saksharatha Samithi of Mavelikkara have had a crucial role to play in establishing the two Nodal Continuing Education Centres and the five Continuing Education Centres within the municipal area. The programme takes place at the two continuing education centres, Prayikkara and Cuntiyoor, with the help of the two supervising nodal centres.

(ii) The programme started at the initiative of Smt. Ajantha Prasad, ***prerak*** of the continuing education centres. Some people in the municipal area were illegally holding 2.5 hectares of land. This land was quite fertile. The municipality retrieved this land and gave it to the continuing education centre at the request of the ***prerak***.

(iii) Initially there was a lot of protest from the people who had been using the land. However, the Saksharatha Samithi under the leadership of the Municipal Chairman convinced them about the importance of the land to the centre and the usefulness of the programmes taking place there.

(iv) It is especially remarkable that out of 40 beneficiaries on the centre committee, 20 are women who are also undergoing the Equivalency Course Level I. Of the total number of participants, 80% are women and most of them belong to the scheduled castes (lower class poor). The participants are divided into groups which have been given a timetable and a fixed area of land for the various agricultural tasks they are assigned to do.

(v) The produce resulting from their activity is brought to the continuing education centre and is available for sale at prices set by the committee.

(vi) Encouraged by the success of this venture, the Municipality has set aside in its People's Plan enough funds to support a fully fledged project concerned with agricultural literacy. A special project envisaged under this is the cultivation of vanillin.

(vii) Smt. Kochumol, ***prerak*** of the continuing education centre of Cuntiyoor, is supervising a similar project for the cultivation of jasmine and medicinal plants. Twelve neoliterates are working on some 40 hectares of land located on the bank of the river Achankoil.

(viii) These two programmes could also be used as a model for confronting the problem of illegal occupation of land along the riverbanks.

Legal literacy in Thrissur district

Thichoor village in the district of Thrissur is a good example of the creation of the right environment for a seemingly impossible idea.

It all started with an uneventful meeting under the auspices of the Kerala State Legal Service Authority on 9 November 1999. Soudamini, the ***prerak*** of a ***panchayat*** continuing education centre, was one of the invited. The idea of a litigation-free village, casually aired by George Pulikuthiyil, stayed in Soudamini's mind after the meeting. She approached Jananeethi, a voluntary organization working in the legal field. In a series of meetings and deliberations, participants thoroughly discussed the idea of a litigation-free village to arrive finally at a strategy for a plan of action. By this time the initiators of the scheme had met with the architects as well as the managers. There were people from all walks of life involved: bureaucrats, representatives of political and voluntary organizations, judges, lawyers, law professors, representatives of ***panchayats***, and members of all the political parties. Soudamini herself was made the General Convenor of the apolitical Executive Committee chaired by Ms. Seema Babu, the President of Varavoor Panchayat.

Fifty students of the Thrissur Law College came forward to conduct a survey, with the assistance of local volunteers. They visited the 520 households in Thichoor village and

collected details of disputes of different grades of intensity, including those to be decided in the law court as well as petty quarrels between individuals.

Volunteers from Jananeethi law students provided counseling and created the right environment for local people to settle disputes in an atmosphere of cordiality. Case files were examined and decisions made by a number of distinguished advocates and judges such as the District Judges Sri. N.K. Vijayan and Sri. Krishnan Kutty Varrier, and retired magistrate Shri. O.K. Namboothiripal. Their rulings have the authority of the decisions of a court of law.

On 7th May 2000 in an atmosphere of celebration Thichoor was declared a litigation-free village. The declaration by the Hon. Minister K. Radhakrishnan occurred during a colourful ceremony.

This legal campaign is one of the most striking examples of how the right person and the right atmosphere can bring about the total participation of the manpower and other resources of a locality to achieve wonderful things. Those who freely donated food and vehicles and used their time and energy to bring together the disputants and the decision makers without any thought of reward can be proud of their accomplishment, becoming instruments in the hands of fate in the creation of history.

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CASE STUDY

INDONESIA

PKBM – Community Learning Centre in Indonesia

The Packet A Programme and the First Community Activities Centre

The Packet A Programme has been implemented in almost all the villages of Indonesia since 1977 as a community-based out-of-school education programme. It was launched nationally because of the huge numbers of illiterates and the high rate of primary school dropouts in Indonesia. However, it is not only an illiteracy eradication programme, because initially the booklets in Packet A were suitable for pre-literacy and post-literacy programmes.

All of the organizers, facilitators and tutors for the programme are ***educated people*** who live in the villages. They are examples of *saling asih, saling asah* and *saling asuh* (mutual love, focus and care). They are ***educated*** in the sense that they have more education than their fellow villagers, even if it is only at the primary school level.

This Packet A programme is instrumental for other continuing education programmes, such as income-generating, quality-of-life improvement and other skill formation programmes.

In this case study, we will elaborate on an innovative approach, highlighting the first PKBM (*Pusat Kegiantan Belajar Masyarakat* – Community Learning Activities Centre) in ***Buana Mekar*** Baleendah Village.

The birth of this first PKBM and subsequently other PKBMs throughout the country is a result of the monetary-economic crises experienced by Indonesia since mid-July 1997. In this centre, beside Packet A, other out-of-school education programmes are also being delivered. In short, one can say that PKBM is an all-encompassing centre for the various out-of-school education programmes that are relevant to the needs of the people in the community.

PKBM Buana Mekar is located at Laswi Street No. 56, RT 09 RW 04, Baleendah Village, Baleendah Sub-district, Bandung District, West Java Province. Baleendah sub-district is one of the sub-districts of Bandung district with a total land area of 3.949 square kilometres and a population of 101,022. All children aged 7 to 12 are in the primary school (15,072), but of those aged 13 to 14 (7,828), only about 73% (5,726) go to formal lower secondary schools.

PKBM Buana Mekar was created n October 1998 using a skills training centre of a private foundation (*Yayasan*) which for many years had not been functioning due to the absence of learners. This abandoned centre consists of classrooms, rooms for practice, library, dormitory, office and a sports venue.

The Community Chief for West Java Province, Mr. H. M. Rachmatulloh, happened to live in the Baleendah Sub-district. Knowing the present condition of the old centre, he called on Mr. H. Aruman Kusnadi, Bandung District Community education chief, Mr. Sunarya, the Baleendah Sub-district community education supervisor, and Mr. Hadi Bimantoro, the person in charge of the centre building. These officials joined by some informal leaders of the community held a meeting.

During the meeting, they discussed the condition of the centre and noted the fact that in Baleendah Sub-district, many people did not graduate from primary school, many were school dropouts, many primary education graduates did not continue learning due to poverty, and there were many unemployed people and illiterates. All of these people were in need of out-of-school educational programmes for the improvement of the quality of their lives.

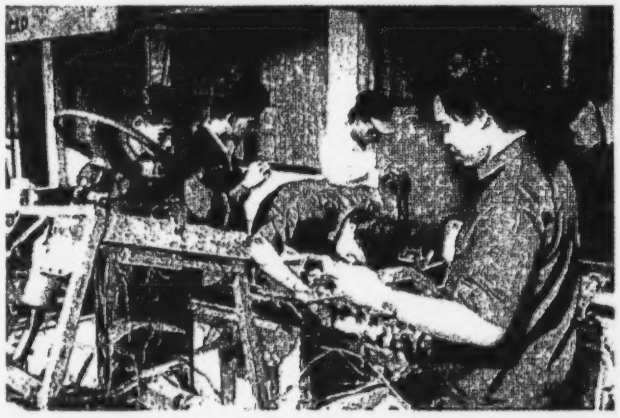
The *Yayasan* who owned the old centre together with the community informal leaders and the community education officials agreed that the centre should be revitalized and used to help the have-nots in education. A written memorandum of understanding or a contract between the Yayasan and the community education supervisor was signed.

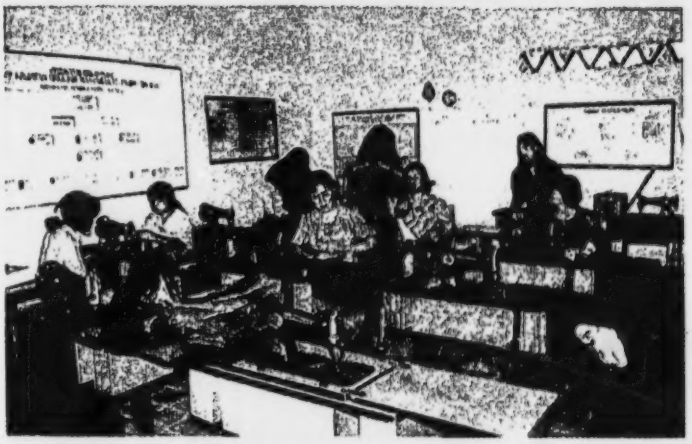
After the agreement was reached, other activities were planned, such as 1) appointing a management team for the PKBM, 2) putting the name of the PKBM in front of the administrative building (Yayasan), 3) developing learning programmes based on the real or expressed needs of the people in the community, 4) assessing the resource potential in the community, 5) recruiting tutors and skills instructors, 6) designating learning facilities and 7) other activities related to funding.

The objectives of the PKBM are 1) to organize community learning activities; 2) to improve the functional knowledge, information skills and mental attitude of the community members; 3) to develop entrepreneurial skills of the people to be used to earn a living. The PKBM functions also as an information centre for various learning programmes, both offered by the PKBM itself, but also by other educational institutions which cooperate with the PKBM.

They are convinced that without some funds available, there will be no activity. They agreed to finance the learning activities in the spirit of *gotong-royong* (synergy or mutual assistance) by pooling all the financial resources from the *Yayasan*, the community and the government (community education). Because of the high commitment of all stakeholders, in less than one year (June 1999), the various learning programmes were being delivered by the PKBM.

These programmes include 1) functional literacy (including Packet A equivalent to Primary School) with 50 learners; 2) Packet B equivalent to lower secondary school with 84 learners; 3) an income-generating programme with 10 learners; 4) instruction to one person who gets a fellowship; 5) skill learning courses, i.e. sewing with 20 learners, dressmaking with 20 learners, carpentry with 44 learners; 6) an English language course with 25 learners; 7) early childhood education or play groups for 26 children under 5; and 8) agriculture income-generation (growing chillies) with 44 learners. But there are also other supporting activities such as integrated health, radio listener and television viewer groups, self-defense, scouting activities, and youth Red Cross.





Because PKBM Buana Mekar is still young, neither the organizers nor the managers are sure yet whether this centre is what the community and the government really expect and want. However, the community does not bother much about what the government wants, because what matters really is – they said – how much the people feel that they need it, and are willing to support and strengthen it.

In addition, linkages and cooperation with interested organizations exist. For instance, PT Artista Pandora Tobietama (a wood and carpentry business) helps the PKBM to find buyers of the students' products. Other donors are recruited for specifict purpose by the *Yayasan*. Yayasan Dharma Ibu (services to mothers) helps the early childhood education programme. The Agriculture Service helps students to grow chilies properly. The Women's International Club provided some tools for carpentry. Yogya Department Store donated 10 sewing machines. Other ministries, such as health, industry and public works cooperate with the PKBM. All community education offices (provincial, district, and sub-district) help in the provision of learning materials. Interested individuals also lend a helping hand to the PKBM so that it can effectively serve the community.

With the implementation of these learning programmes, soon the PKBM Buana Mekar was known to all the village people in Baleendah Sub-district and outside. In addition, there have been groups of visitors who came to see what was going in the PKBM Buana Mekar, Baleendah Village. Almost all provincial and district community education officers in Indonesia have observed the activities. There has also been a World Bank team, representatives from UNESCO Jakarta, members of Parliament from some provinces, community supervisors, university students and even some educators from India.

Although these visits disturbed the learning activities, on the other hand, because of the visits, the managers, organizers, tutors and instructors at the PKBM were motivated to do their utmost to help the have-nots in education.

The present organization of the PKBM Buana Mekar is as follows:

Patron:	Mr. H. Barnas Resman, Drs., M.A., Head of the Inspection Office Education, Bandung District
Adviser:	Mr. Tamba, Drs., M.M., Chairman of Buana Mekar Foundation
General supervisors:	(a) Mr. H. Aruman K., Head of Section, Community Education;
	(b) Mr. R.E. Sunarya, B.A, Community education supervisor of Baleendah Sub-District

Field supervisors:	(a) Mr. Yedi Kusmayadi, S.Pd., sub-district field supervisor; (b) Ms. Enung N., sub-district field supervisor
Chairman of PKBM:	Mr. H. Hendi Bimantoro
Secretariat:	Ms. Gugun and Mr. E. Tatang Sudrajat
Curriculum section:	Mr. A. Giharta
Learners' co-ordinator:	Ms. Henni Suharti

Those visitors from other provinces have now replicated the PKBM model. We now have PKBM in almost all the provinces of Indonesia. In West Java alone, there are 47 of them. How is this expansion possible in such a very short time? This may be explained as follows: In Indonesia, there is a cultural value called *latah* (an extreme form of *copying*, almost done unconsciously or automatically). If there is an activity believed to be good and effective, people *unconsciously* tend to copy it. There are of course positive and negative sides to this cultural attitude, but it is a reality in Indonesia that we have to live with. This puts a heavier burden on the shoulders of Indonesian educators.

Why is this model (PKBM) so attractive? *First* of all, PKBM is a kind of matchmaker between the haves and the have-nots in education. *Second*, the educational programmes are designed according to the needs expressed by the learners, and fitted also to the market demand; thus, it is not *top-down* but *bottom-up*. *Third*, both the organizers/managers and the learners cooperate in designing relevant programmes of learning. *Fourth*, cooperation among all stakeholders is a requirement that guarantees the success of a PKBM.

Those requirements of a successful PKBM are really not so difficult to understand and to copy. The basis for them is to be found among the common features of developing areas not only throughout Indonesia, but also in the whole world, especially in the poverty pockets of our planet.

What the organizers/managers have done in reality is to help fellow citizens to improve the quality of their lives through out-of-school education programmes. The learners could not better themselves through formal education because they are financially unable to do so.

The accomplishments by the organizers and managers of PKBM Buana Mekar in the beginning (pioneering phase) have had a positive impact. With the active participation of many members of the community and with their encouragement, new courses are being offered. These include using computers, dressmaking, carpentry and apprenticeship programmes (for carpentry and welding) for Packet B learners. These apprenticeship programmes are used also by the Packet B learning groups outside the PKBM Buana Mekar.

As a matter of fact, Packet B is not only an equivalency of lower secondary school, but includes skill-formation as part and parcel of its content. In addition, the Packet B programme is considered superior to other programmes in this PKBM. The Packet B graduates do well in competition with the graduates of formal lower secondary education in pursuing study at the secondary education level. Packet B is superior or excellent,

not only because it has a concrete learning programme with relevant skills (an added value). But it is also valuable because many primary school graduates cannot afford to continue learning through the formal education channel. In addition, the surrounding industries are recruiting workers who are minimal lower secondary school graduates, or its equivalency, which is Packet B.

The rate of progress is not without some constraints, especially financial. In solving this problem, the organizers and managers are developing a small enterprise in the PKBM. They search for some people who are willing to pay for the services provided by the learners in the field of carpentry and welding. They are now getting some profits by selling chairs, tables and beds made of wood or iron, wall decorations, and other household necessities.

With the profits gained, the maintenance of the equipment is guaranteed, but the learners also get some money as a motivating factor. On the other hand, some learners also give financial contributions according to their ability to pay. This is called a voluntary fee. The community education office provides some equipment for skills training, some learning materials in the form of modules, uniforms for learners of Packet B, and a small honorarium for Packet B tutors.

As already mentioned, the Packet B graduates are in possession of certain relevant skills that may be used in the surrounding industries. From the socio-economic point of view, one can observe that many Packet B graduates open their own small businesses related to sewing, carpentry or catering. Last year's students of Packet B are now able to earn Rp. 70,000 (about US$8) weekly, earning while learning.

In 1999, PKBM Buana Mekar in the competition with other PKBMs in Bandung district, got first prize and its Packet B programme also received first prize in West Java province.

In order to boost learning-teaching processes, books are provided and continuously improved, quantitatively as well as qualitatively, through a variety of donor organizations. At present, PKBM Buana Mekar is in possession of Taman Bacaan Masyarakat (TMB – Community Reading Centre) and the people in the locality are donating books for the TBM to be used also by all community members.

As an example, the following table explains the syllabus and teaching programme of Packet B, equivalent to lower secondary education plus skills-formation as explained as by Mr. Dedi Junaedi, the manager, and Mr. A Tamba, Drs., M.M., the Chairman of the Yayasan Buana Mekar:

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GENERAL BASIC EDUCATION (General Basic Theories)	Year I	Year II	Year III	Total	%
1. Religious Education	2	2	2		
2. Pancasila Education	2	2	2		
3. Bahasa Indonesia (national language)	2	2	2		
4. Mathematics	2	2	2	48	38
5. Natural Sciences	2	2	2		
6. Social Sciences	2	2	2		
7. English Language	2	2	2		
Total	16	16	16		

SKILL-INFORMATION (For earning a living)	Male	Female	Male	Female	Male	Female	Total	%
Wood Carpentry (male)								
9. Vocational theory	6		4		4			
10. Practice	12		14		14		78	62
11. Drawing Technique	8		8		8			
Food preparation (female)								
12. Theory		4		4		4		
13. Practice		9		9		9		
Dress-making (female)								
14. Theory		4		4		4	78	62
15. Practice		9		9		9		
Total	26	26	26	26	26	42		
Grand Total General Basic Theories & Skill-formation	42	24	42	42				

Note: one teaching hour is 45 minutes

BEST COPY AVAILABLE

As mentioned elsewhere, a PKBM will become the right and effective vehicle for the democratization of Indonesia. A PKBM is very close to the people being served. It is owned and operated by the people for the people.

In the past, through a policy of governance that was authoritarian and power oriented, the people, consciously or unconsciously, were becoming and behaving like *beggars*. They were merely waiting to receive some funds from the government in order to be able to do something, including out-of-school education programmes. Now, in this reformation era, the time is right to give back to the people the self-respect they deserve, and to motivate them to be responsible for the programmes that they believe they are really in need of. Now the democratization process has just started, and education for democracy is very urgently needed by the people.

There is hope that the PKBM can take part in this democratization process more effectively, because the people are being educated by the PKBM. As a result, they will become responsible and well-informed citizens. They receive the functional knowledge and information that they need to improve their standard of living and quality of life. They are provided with relevant skills that they need for earning a living. They are guided in order to face future challenges and take full advantage of new opportunities.

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CASE STUDY

The Korean Credit Bank System

KOREA

Background and Objectives

The Credit Bank System (CBS) is an open education system that recognizes diverse learning experiences gained not only in school but also out of school. When a student accumulates the necessary CBS-approved credits, that student can obtain an associate or bachelor's degree.

Background of the Credit Bank System

Previously, non-formal modes of higher education in Korea were not given formal recognition or credit. Education was considered as the sole domain of the formal school system. Such a belief placed inordinate demands on the university or college system and created excessive competition among students. Moreover, the value and power of non-formal education was greatly underestimated, even though it provided people with practical knowledge and skills and people were willing to pay for it.

In 1995, the Presidential Commission on Education Reform (PCER), established in 1994 as a policy advising body to the President, presented an innovative vision of a new education system to promote the development of a society of open and lifelong learning. The purpose of this new education system was to give people a better opportunity to enhance their individual capabilities. The introduction of the Credit Bank System (CBS) was proposed by the PCER as a concrete way to realize this vision.

On the basis of this proposal, the CBS gained government endorsement through a law, passed on January 13, 1997. The accreditation system and standardized curriculum were subsequently developed and the first applications for accreditation from educational institutions were evaluated. In March 1998, the first stage of implementation began.

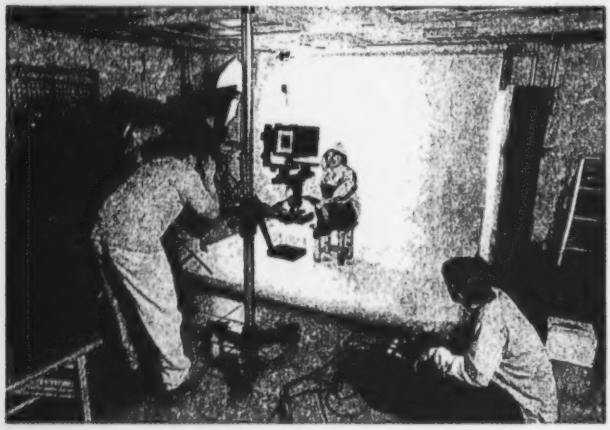
Objectives of the Credit Bank System

The CBS aims to provide all citizens with greater access to various educational opportunities and to foster a lifetime of learning. The CBS seeks to innovate, diversify, and maximize educational opportunities for students who are studying at post-secondary institutions and for adults who are seeking additional education and training. In the long term, the CBS will raise the overall standards and

status of the non-formal education sector as a vital means for promoting educational self-achievement and guaranteeing the global competitiveness of the Korean population.

Management of the Credit Bank System

Students primarily acquire credits by completing programmes at educational and vocational training institutions, enrolling as part-time students in colleges or universities, acquiring various national certificates, and passing the bachelor's degree examination programme for the self-educated. The CBS provides associate and bachelor's degree courses based on the standardized curriculum and syllabus. The standardized curriculum works as the criterion for accreditation and credit approval.



The accreditation of educational programmes is approved through a set of criteria. If a student completes an accredited programme, she/he is eligible for credit recognition. A non-formal education programme is re-accredited twice a year, and each non-formal education institute has to pay a minimum commission for this accreditation.

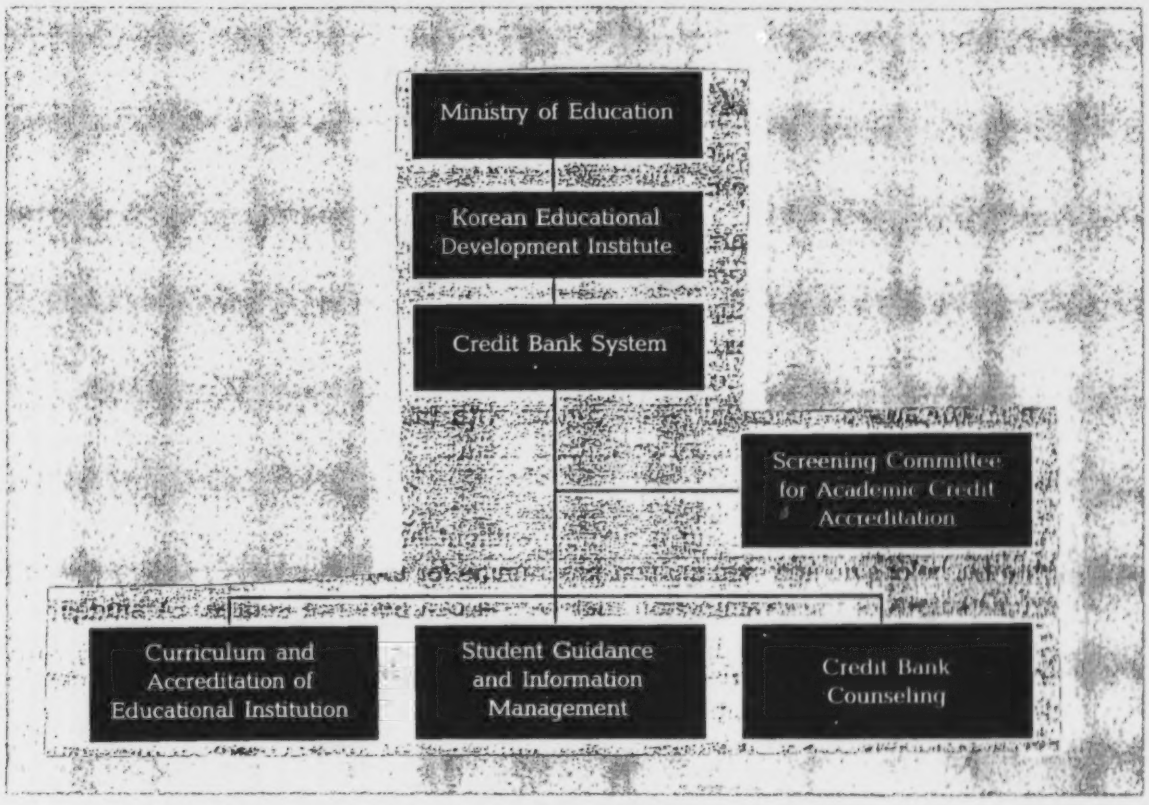
Administrative Organization

The Lifelong Learning Policy Division of the Ministry of Education formulates all policies related to the CBS, approves the educational programmes offered by education and training institutions, finalizes the standardized curriculum and awards degrees. The Ministry of Education delegates much of the developmental and administrative work to the Korean Educational Development Institute (KEDI).

KEDI is responsible for student registration, credit approval, review and approval of degree requirements, accreditation, re-evaluation of education programmes, and management of the Credit Bank Information Service System.

The Provincial Offices of Education, which function as CBS information centres, not only collect and forward the Learner Registration Forms and the Credit Approval Application Forms to KEDI, but they also provide students with practical information and advice. The administrative organization is illustrated in Figure 1.

The KEDI operates a committee for credit approval. The committee is composed of leaders from diverse social groups who screen the credits that students earn and who observe the students' learning experiences and activities. Moreover, KEDI provides a consulting system, an online service, and other resources and information for learners and educational institutions.


Ministry of Education
Korean Educational Development Institute
Credit Bank System
Screening Committee for Academic Credit Accreditation
Curriculum and Accreditation of Educational Institution
Student Guidance and Information Management
Credit Bank Counseling

Administrative Organization of the Credit Bank System

Credit approval and degree award

Anyone can benefit from the CBS, especially the following:

- high school graduates who were previously unable to attend post-secondary institutions
- college or university dropouts
- workers who hold professional certificates but did not acquire a university degree
- college or university graduates who wish to commence studies in a different field
- people who wish to acquire formal credits for knowledge and skills gained through self-instruction and workplace training and experience
- people who have studied at private institutions or junior colleges and wish to transfer into the university system

Once a student earns credits from various sources, he/she must apply to KEDI to have the credits registered and to take the necessary measures to have the degree awarded.

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Registration and credit approval

Anyone who has a high school diploma or an equivalent educational background can apply for registration by completing a learner registration form and a credit approval application form. Each of these forms must be submitted either directly to KEDI or through a provincial office of education.

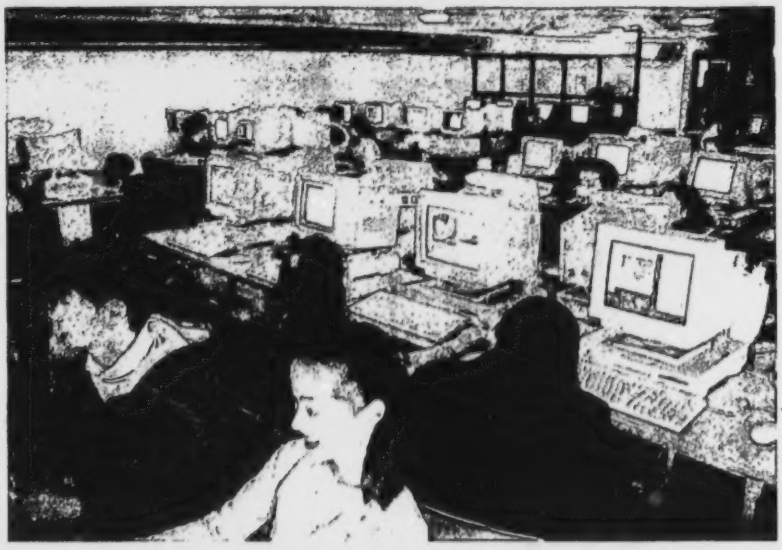
Credits may be acquired primarily through accredited educational and training institutions, part-time enrollment in university or college, certificate acquisition, or the bachelor's degree examination. The credits from previous university education are mostly admitted regardless of what year the credits were awarded. The acceptance of credits from national technical certificates varies according to how difficult it is to obtain the credits. Some of these certificates are counted as 45 credits with the minimum calculation available being 4 credits. National technical certificate credits cannot be used towards credits in the liberal arts.

In Korea, another way of getting a degree without attending university or college is through a bachelor's degree examination programme for the self-educated. If an individual passes four stages of the examination that person can obtain a degree. A student may obtain a degree if that student accumulates up to 36 credits in the bachelor's degree examination programme for the self-educated. If a student passes certain subjects without passing all stages of the examination, then the credits from the subjects passed can be obtained through the CBS. A student can accumulate up to 36 credits in the bachelor's degree programme and 40 credits in the junior college programme in a given year. Credits acquired from a certain educational institution cannot exceed 105 credits towards the bachelor's degree programme and cannot exceed 60 credits towards the junior college programme.

Degree award

After completing the necessary credit requirements (140 credits for a bachelor's degree, 80 credits for a two-year associate degree, and 120 credits for a three-year associate degree), candidates may submit a degree application form to either KEDI or the Provincial Offices of Education. The Screening Committee for Academic Credit Accreditation at KEDI reviews the applications. Then the applications are forwarded to the Ministry of Education for final approval. Candidates may obtain a degree from the Ministry of Education or they may receive a degree directly from a university or college. In the latter case, candidates must meet the specific degree requirements set out by the awarding institution (e.g., over 85 course credits for universities and over 50 course credits for colleges).

Student support system



The CBS does not have a mentor. Instead, it has an information centre and on-line information service that provides the necessary information for institutions and students. Students can easily access the online comprehensive information system which provides information on the following: academic planning, methods of counting credits, the accredited institutions, the various subjects, mentors and teachers, standardized curriculum and syllabus, and obtaining a degree. KEDI, the Provincial Board of Education and the accredited institutions all have information centres.

Standardized Curriculum and Syllabus

A standardized curriculum refers to a comprehensive learning plan customized for each subject area. It provides instructors with specific guidelines for curriculum preparation and students with a detailed description of possible ways to learn and meet educational goals. KEDI develops the standardized curriculum in cooperation with the Ministry of Education and through the consultation of relevant professionals. The curriculum is revised bi-annually according to social changes, academic and technological development, and requests from teachers and students.

The standardized curriculum directly addresses educational objectives, courses and electives, subject areas for majors, graduation requirements for a bachelor's degree, and evaluation and quality control. A standardized syllabus describes the contents that should be taught in a given subject area. The CBS requires students to accomplish at least 70% of the courses planned for the standardized syllabus.

Among the guidelines of the standardized curriculum and syllabus are:

- A programme in any subject area for majors is to be divided into three categories: liberal arts, major subjects and electives.
- At least 30 credits of liberal arts are required for a bachelor's degree and at least 15 credits for an associate degree.
- Minimum credit requirements for major subject courses are 60 credits for a bachelor's degree and 45 credits for a two-year equivalent associate degree (54 credits for a three-year equivalent degree).
- Minimum credit requirements for a bachelor's degree are 140 credits and 80 credits for an associate degree (120 credits for an equivalent three-year course).

- The maximum credit limit per year is 36 credits for a bachelor's programme and 40 credits for an associate programme.
- Each credit is composed of more than 15 hours (a one-hour course lasts 50 minutes; a one-hour lab lasts 100 minutes) and must be spread out at least over a two week period.
- Accredited CBS institutions should provide more than 70% of the courses designed according to the standardized syllabus. However, university extension classes and junior college special classes can adopt their own syllabus.
- Credits through certificate acquisition cannot be counted as those of liberal arts.
- Each educational institute can submit a new standardized curriculum and syllabus to KEDI.

Accreditation of educational programmes

Accreditation is a formal evaluation of non-formal educational institutions and their subjects to determine whether their quality of programmes and courses can be counted as university or college equivalent credits. Some of the accreditation criteria are as follows:

- Instructors must possess at least the same qualifications as a full-time professor at a junior college. There must be a sufficient number of instructors and the total teaching hours per instructor should not exceed 18 hours a week.
- Classrooms should be larger than 1.0 square metre per student and additional facilities should include a laboratory, administrative office, counseling office and library. Other provisions may apply, as dictated by the Ministry of Education.
- Offered programmes must comply with the standardized curriculum and syllabus for each subject.

The procedure of accreditation is as follows:

1. The Ministry of Education develops the basic plan of accreditation twice a year.
2. KEDI designs plans of action according to the Ministry of Education's guidelines.
3. The Ministry of Education and KEDI announce guidelines and directions for accredited institutions and other possible candidate institutions through official letters and/or newspaper announcements.
4. Any educational institution may apply for accreditation by submitting the necessary documents to KEDI.
5. KEDI screens the submitted documents with the advice of specialists in each subject area as well as in lifelong learning.
6. After evaluation of the documents, an evaluation team, including members of KEDI, the Ministry of Education, subject specialists and administrators, undertakes an on-site evaluation of the institution.

7. KEDI develops a final evaluation report and submits it to a screening committee for academic credit accreditation at KEDI, and then forwards it to the Ministry of Education.
8. The Ministry of Education makes a final approval and passes a certificate of accreditation to each institution.

If any institution makes changes after getting a certificate of accreditation, then that institution should report the change to KEDI along with the relevant documents. For example, if the institution wishes to replace an instructor, the curriculum vita of the new instructor with the relevant documents must be sent to KEDI at least two weeks before the commencement of classes is approved.

Achievements of the Credit Bank System

Since 1998, accredited educational institutions have implemented the CBS as a non-formal education system with various educational programmes. The CBS gives students credits for the completion of various educational programmes. The CBS also approves credits for a national certificate for special skills and the passing of the bachelor's degree examination. Students use the accumulated credits to apply for associate and bachelor's degrees. As the CBS provides opportunities for higher education, it establishes the foundation for a society of lifelong learning. The achievements of the CBS can be placed into three categories.

First, the CBS builds the fundamental basis for realizing a society of lifelong learning and open education. The CBS encourages people to participate in lifelong education programmes by granting credits for various out-of-school learning experiences. The implementation of the CBS is a turning point in transforming a closed education system to an open education system.

Second, the CBS provides opportunities for higher education to those who have longed for degrees. Korea is a society that considers degrees as more important than abilities. If a person does not hold a degree, that person's real ability is likely to be underestimated. The CBS is recognized as an alternative way of obtaining a degree.

Third, the CBS improves the social status of educational institutions within the non-formal education system. In the past, such institutions did not gain the recognition they deserved from the public, even though they offered quality education equal to universities. The CBS allows the non-formal educational institutions to offer credits the way universities do. Consequently, the institutions are able to compete with universities and are able to make significant contributions to the improvement of the nation's education.

Guide for future practice

The purpose of the CBS is to provide all citizens with greater access to a variety of educational opportunities and to foster a society of lifelong learning. It does so in the following ways:

- giving students more choices
- gaining solid social recognition by raising the quality of educational institutions participating in the CBS
- focusing on vocational and technical areas for the 21st century
- establishing a society of knowledgeable individuals

The CBS will guarantee each student's right to access learning, at any time and at any place, through a variety of ways. The means of obtaining credits will be more diversified in the future. The CBS will recognize individuals' diverse prior learning experience, many national and private certificates, and online learning. The goal of the CBS, through cooperation between diverse educational institutions, is to build a consensus regarding educational forms and outcomes, thereby maximizing the efficiency of human and educational resources.

The Rural Vision Movement of Malaysia

CASE STUDY

MALAYSIA

Introduction

Ahmad is a young village leader. He has a burning desire to improve the standard of living of hard-core poor villagers. One day he went to see Dato Annuar Musa, the Minister of Rural Development. The minister advised him to join Rural Vision Movement, a programme initiated by him and endorsed by the Government of Malaysia. The minister also introduced Ahmad to Mohd Hoesne Hussain, the General Manager of the Kelantan Poverty Alleviation Foundation, a non-government organization.

Rural Vision Village

Ahmad convinced the General Manger that his village, Kampung Chengal, qualified to join the Rural Vision Movement. His village met all of the following criteria:

1. There must be a well-organized security and development village committee.
2. The members of this committee must be committed to change.
3. The villagers must be willing to accept change.
4. There must be some development potential, even though the village may not have a good infrastructure.

Ahmad was advised to establish a rural vision committee. To accelerate the development process, the committee must decide on a local action plan as a strategy to win cooperation from all the relevant development agencies.

Local Action Plan

Inspired, Ahmad went back to the village with hope and vision to improve the quality of life of his fellow villagers. The first step he took was to establish the Rural Vision Committee. He selected local leaders trained in the Rural Vision Movement by the Institute of Rural Advancement. The Committee decided to design an action plan. The objectives of the local action plan are:

1. to decrease the number of hard-core poor households
2. to decrease the rate of underemployment by turning underutilized into commercial agriculture (vegetable farming)
3. to increase awareness among villagers of the importance of information technology
4. to decrease the rate of computer illiteracy

Some Operational Strategies

1. to establish strong networking with the Kelantan Poverty Alleviation Foundation
2. to focus on commercial agriculture activities related to market demand
3. to select farmers with relevant experience as active participants in the projects
4. to establish linkages with all government agencies involved in rural development
5. to encourage all farmers to join the Farmers Association as a means of mobilizing local resources

Village Profile

The Rural Vision Movement Committee compiled socio-economic data for the village. This basic information is used as guidelines for project planning and project impact studies. The following sections highlight the important information gathered by Ahmad and his committee.

Kampung Chengal in brief

Kampung Chengal is a small traditional village situated along a sluggish river. It is about 12 miles from Kota Bharu, the state capital of Kelantan. The nearest small towns are Ketereh and Melor. They are both about 4 kilometres away. Being a padi planting area, most of the villagers are farmers. There are about 2,230 people living in the village.

Population

The population breakdown according to gender, age, occupation and literacy level is shown below:

NO	AGE GROUP	MALE	FEMALE
1.	45 and above	266	231
2.	44- 17	345	465
3.	16-21	138	148
4.	11-1	300	340

Occupation

NO	OCCUPATION TYPE	GENERAL REMARKS
1.	Government employee	10%
2.	Small business (family based)	7%
3.	Private sector	5%
4.	Farmers (padi planting, rubber, market gardening	70%
5.	Underemployment very high	

Most of the villagers are traditional farmers with limited general education and knowledge of events outside their lives.

Literacy

The literacy level is high since education is open and free to all up to the end of secondary school.

Besides population characteristics, Ahmad and his friends also compiled information on village infrastructure.

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NO.	TYPES	QUANTITY
1.	Electricity to house	100%
2.	Water supply to house	100%
3.	Surfaced feeder roads to house	99%
4.	Primary school	1
5.	Preschool	2
6.	Mosque	1
7.	Surau (smaller mosque)	2 (one in training centre)
8.	Community hall	1
9.	Rural health centre	1
10.	Mini post office	1
11.	Public Telephone	2
12.	Training and community learning centre (PUTRA)	

The hard-core poor

Ahmad went to see the community development officer, Mr. Haromi. Haromi gave him a list of hard-core poor families. These names were documented from an available survey list. Ahmad realized that his village has 50 hard-core poor families. Some of the families are his neighbours. The hard-core poor are all disorganized traditional farmers.

Target Group and Problem Addressed

The village formed a rural vision movement. The committee decided to focus on the hard-core poor. There were 50 such villagers in Kampong Chengal. As the chairman of the Rural Vision Village committee, Ahmad approached KPAF with an action plan. This plan called for designating fertile idle land for chili farming with the hard-core poor as participating farmers.

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Approaches and Objectives

KPAF took up the challenge because poverty alleviation is the core business of the organization. KPAF contacted the Bukit Awang Farmers Association. A system of networking was set up to help Ahmad and his friends to eradicate hard-core poverty. They decided upon a socio-economic package of training and development as the method to address the problem. Contract farming of chili was the major activity. In the contract farming of ripe chilies, marketing and distribution of the product are a part of each contract. The whole farm family unit and its social and economic development were the full focus of attention. The following table shows the objectives of the project for each family unit.

The Project in Brief

Development package: contract farming of chilies

Approach	:	*Total development*
Goal	:	*To improve the quality of life of the family*
Target Group	:	*Hard-core poor from poverty survey list*

Objectives

NO	TARGET GROUP	OBJECTIVES
1.	Household head	To change traditional farming activities into commercial farming
		Crop: cash crop chilies
		Vehicle: contract farming
2.	Housewives	To improve management
3.	Children	To improve academic skills To increase computer literacy skills To improve oral English To improve critical thinking skills

Selection and Needs Assessment of Target Group

Not all 50 villagers were selected to farm the idle land rented by KPAF. Only the economically viable hard-core poor farmers were selected. To do this, Ahmad brought all 50 villagers to the CLC PUTRA. For two days they undertook a training workshop

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on the project. Through group discussion, the facilitators helped villagers to identify their needs and aspirations. Twenty committed villagers were selected through this process.

These selected villagers were invited to attend the course, which was also conducted in the CLC PUTRA. In this course, the participants were introduced to the work schedule. Participants agreed to follow this schedule along with the group work ethics. They selected their own leader. At the end of the course, they promised to give their best effort to the project.

Delivery System/Process

The role of the villagers is to mobilize the local resources while the partners provide capital, technology and marketing. Specifically, the Kelantan Poverty Alleviation Foundation (KPAF) makes idle land available to individuals selected from the hard-core poverty list. The Nestle Company guarantees the purchase of the chili crop. The Farmers Association supplies the plantation technology.

To facilitate networking activities, the Rural Vision Committee set up a specific task group as shown in the following diagram:

Village Task Force Based On Local Needs

Local needs will also dictate the networking system. The main agencies involved in ***chili contract farming*** are:

1. Bukit Awang Farmers Association
2. Community Development (KEMAS)
3. PUTRA (CLC)
4. Kelantan Poverty Alleviation Foundation (KPAF)

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The project planning and management process is summarized as follows:

PROJECT IMPLEMENTATION (5)
(AS PRACTISED BY KPAF)

Formation of Rural Vision Village

1. ***Survey of target group***
(computerized data prepared by Ministry of Rural Development)

▼

2. ***Selection of package***
(Determined by land suitability and market for the agricultural product)

▼

3. ***Selection of economically viable group***
(healthy and able farmers)

▼

4. ***Exposure of the target group to the package***
(This activity is done through a training course.
Group dynamic technique is used to identify real needs of the groups.)

▼

5. ***Commitment and formation of group***
(This activity is done in a short course. The objective is team building.)

▼

6. ***Selection of leader***

▼

7. Operation schedule designed by the Farmers Association
(Education process in the field – learning by doing)

▼

8. ***Training***
(Courses in family development for women; courses in English and mental development for children) Curriculum is designed by KPAF and implemented in CLC PUTRA.

▼

9. ***Monitoring***
(by Farmers Association)

▼

10. ***Evaluation***
(by Farmers Association and KPAF)

▼

11. ***Revising and retraining***
(by Farmers Association and KPAF)

The illustration above does not refer to the actual steps taken. These can be arranged to suit the target group and the specific objectives of the project. However, the learning activities undertaken always follow the principle of ***learning by doing***. Training is conducted in the field.

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Learning Outcomes

1. The children of the target group improved their academic skills. They become more motivated to excel in their studies.
2. The courses stressing academic excellence in English, mathematics and science created interest among the relevant subject teachers. They were especially interested in new learning techniques such as mind mapping.
3. Learning by doing approaches had a strong impact on the family. The flexible way of education in the field and the classrooms enabled them to learn and understand the world of work and the world of living in an enjoyable atmosphere.

Impact

1. Family incomes have increased and since the market for the product is always available family incomes are stable. With increased stable income, the pressure of modern living on the family is less than before. Knowledge of health issues has improved. The commercial agricultural procedures they have learnt will enable them to expand their economic activities on their own. The farmers have control of their lives through education, which has empowered them.
2. The successful pilot project provides a model of good practice for the neighbouring villagers. More villagers are interested in participating in the project. The project has now been replicated in four more villages in the area.

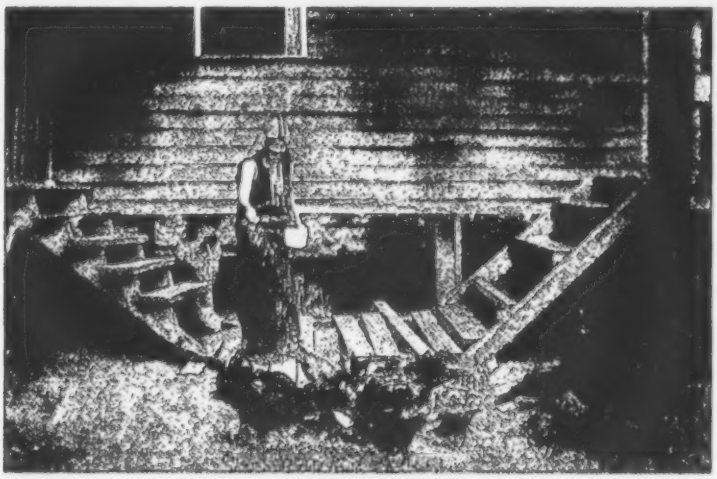
Future Planning

1. The success of this programme has enabled the KPAF to organize study visits to southern Thailand and Kuala Lumpur for the farmers. Smart partnerships are planned between CLC PUTRA and the Department of Non-Formal Education in southern Thailand. Thus linkage and networking will encourage villagers to take pride in their success and exchange their ideas and experiences with others.
2. KPAF is planning to establish computer and recreation clubs for young target groups as a response to globalization. This activity links with the Government's plans for modernization but more importantly it provides motivation to these users and increases their access to information.

Conclusion

1. Through experience in this work we have observed that there is ***no ideal model*** for implementing education projects. The approach for each programme depends on the value system, culture and the availability of local resources and technology. Significantly, success depends on the involvement and commitment of the people themselves. Implementing programmes sensitive to local values and culture, combined with appropriate technology, will accelerate the learning process.

2. Another lesson learned through experience is the importance of integrating the programme into the national development process. To be part of the national development plan is to win financial, technical and manpower support from all sectors (particularly government). It will facilitate the process of linkages and networking with other development and education agencies throughout the country.



CASE STUDY

NEPAL

Expansion of Cattle Rearing at the Budol CLC

Background

To help us understand how continuing education works at Banepa, some details of the community will be presented first.

Budol CLC Banepa conducted a household survey in January 2000 with the technical support of the National Resource Centre for Non-formal Education (NRC-NFE). The total household survey results can be summarized in nutshell as follows:

1. Total households : 379
2. Total population : 2,010
3. Male : 998 (49.5%)
4. Female : 1,012 (50.35%)
5. Average family size : 5.3 persons
6. Religion : Hindu 98.9%
7. Language : 97% Nepali speakers
8. Type of family : 237 nuclear families (64.5%)
   142 joint families
9. Status of children under age 5 : Total 224
   Girls 117 (56%)
   Boys 104 (46%)
10. Status of children age 6+ :

	Female							Male						
Age Group	Total	Illiterate	Literate	Primary School	Lower Secondary	Secondary	Higher Education	Total	Illiterate	Literate	Primary School	Lower Secondary	Seconday	Higher Education
6-10 yrs.	117	14	-	103	-	-	-	143	4	-	138	1	-	-
11-14 yrs.	113	4	-	71	31	7	-	116	1	-	70	40	5	-
15-45 yrs.	484	136	81	56	53	125	33	474	33	19	65	55	208	94
45+ above	181	141	27	6	4	3	-	158	60	27	32	7	24	8
Total	**895**	**295**	**98**	**236**	**88**	**135**	**33**	**893**	**98**	**46**	**305**	**103**	**237**	**102**

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11. Main income source :	agriculture (66%) service (27.7%) cottage industries and labour (5.3%)	
12. Additional other source :	transportation (bus), poultry, knitting & sewing, pig farming	
13. Condition of houses :	Kachhi (huts 205) (54.08%) building Pukki 127 (33.5%)	
14. Status of physical facilities :	Toilets	235 families (62%)
	Drinking water	39 families have their own taps (10.29%)
	Drainage	X
	Road	narrow village road (70%)
	Transportation	9.23% has full transportation facility
15. Additional facilities :	Telephone	37.47%
	Television	62.79%
	Radio	72.8%
	Refrigerator	2 households
	Video	2 households
16. Status of animal assets :	cow/buffalo 1.2 per household on average goats 1.07 per household on average chickens 2.93 on average per household	
17. Status of means of transportation :	motor, motorcycle, bicycle, local bus	

Budol Community Learning Centre, Banepa, Budol

Introduction

Kabhrepalanchowk is a moderately hilly district in Nepal. This district has three municipalities and ninety-three village development committees (VDCs). Banepa Municipality is the municipality where Budol Community Learning Centre was established. Budol is one of the wards (Ward #11) in Banepa Municipality and it is situated about 30 kilometres east of Kathmandu, the capital of the country. Although this locality is very near to Kathmandu and a ward of the municipality, it has natural rural characteristics. Most of the villagers are farmers and agriculture is the main occupation of the people. Most of the village dwellers are Hindus and speak the Nepali language. The economic conditions of the people are improving. The average income is about Rs 35,000-45,000 per year per family. The literacy level is relatively high in the locality.

Education is one of the key factors for human resource development. So far Nepal's efforts to expand the formal school system (primary, lower secondary and tertiary schools) have not been successful in achieving the goals of universal access, quality improvement and provision of relevant education for all Nepalese people.

Schooling has long been considered as the only type of educational institution and the only way to achieve education. But schooling, or formal education, on its own is now recognized as inadequate for providing the range of educational responses needed in today's world. This view must give way to the concept of lifelong learning and the idea of continuing education, which creates opportunities for formal, non-formal and informal learning throughout life. Schools will continue to play a fundamental role but clearly it needs to be redefined within the framework of lifelong education.

After the literacy campaign was launched in Banepa Municipality, a community learning centre was set up in 1995 to promote continuing education combined with quality of life improvement programmes and income generating programmes. The main purpose of education is to provide knowledge, skills and attitudes necessary to help the people become self-reliant and self-confident in overcoming their poverty through their own efforts. This education approach empowers people in their learning and in applying learning to improve their lives. It is only possible to do this through the active involvement of the people themselves. Thus the Community Learning Centre is composed of a governing board involving all group and community leaders. The National Resource Center for Non-Formal Education (NRC-NFE) has played a central role in providing technical

services and guidance to the CLC. The main goal of the CLC is to achieve sustainable community development in Budol.

Objectives of the CLC

The following objectives have been set up for action to be undertaken by the CLC:

1. To promote literacy and post literacy among the people, especially for girls and other disadvantaged groups
2. To provide continuing education for improvement of the quality of life and income generating capabilities of the people
3. To form women's groups for the empowerment of women including campaigns against alcoholism, gambling, adultery, etc.
4. To form functional groups such as fishery groups, animal husbandry groups, orchard groups, etc. for undertaking income generating work and training
5. To form user groups to protect, improve and make proper use of the community forest situated in the community
6. To prepare and execute various community development plans and programmes

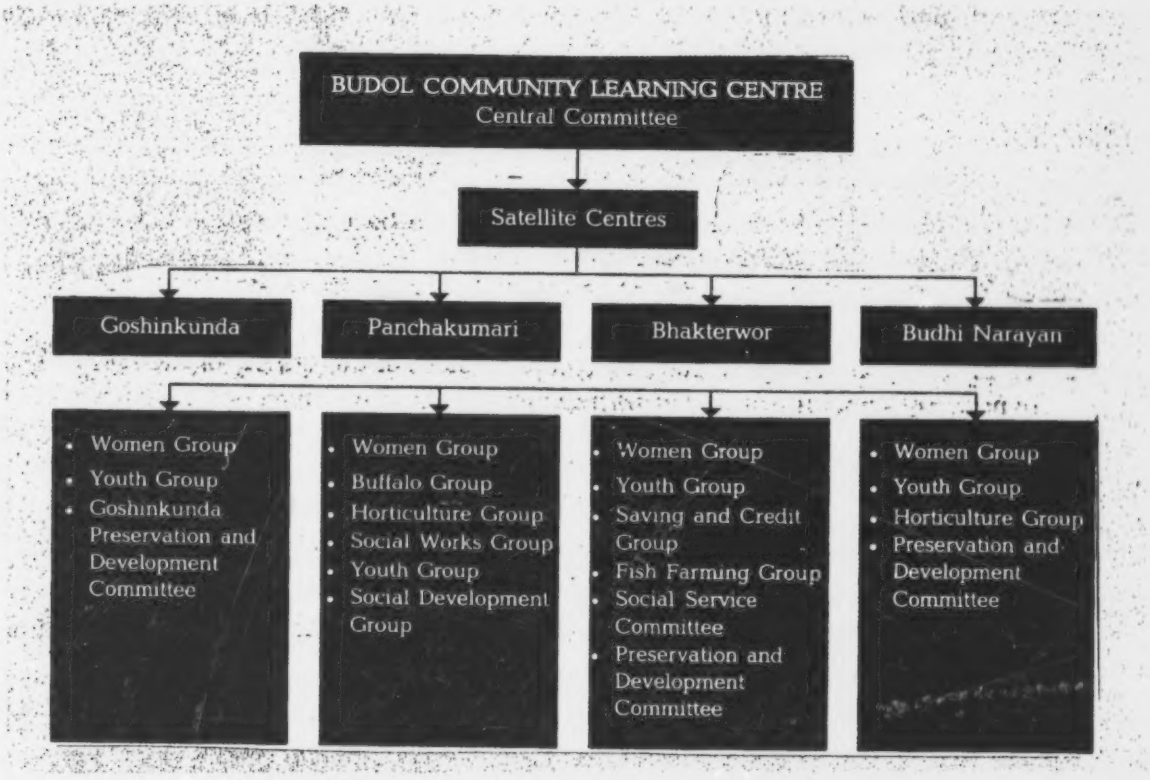
Management of the Budol Community Learning Centre

Due to the pressure of the work of the Budol community learning centre, the Budol CLC has extended its work by establishing four other satellite centres. The management system for each of these is decentralized and independent so that each satellite can make decisions based on their own needs. The management structure is on the following page.

The management committee has also formed the following sub-committees:

1. Educational Development Sub-Committee
2. Community Service Sub-Committee
3. Economical and Agricultural Development Sub-Committee
4. Health and Environment Sub-Committee

These sub-committees are able to independently coordinate and organize different activities in their respective areas.



Management Structure

Programme of Activities

From its beginning the Community Learning Centre has been conducting different activities through coordination and cooperation with various other local community based organizations (CBOs) and local government bodies. Some of the activities are as follows:

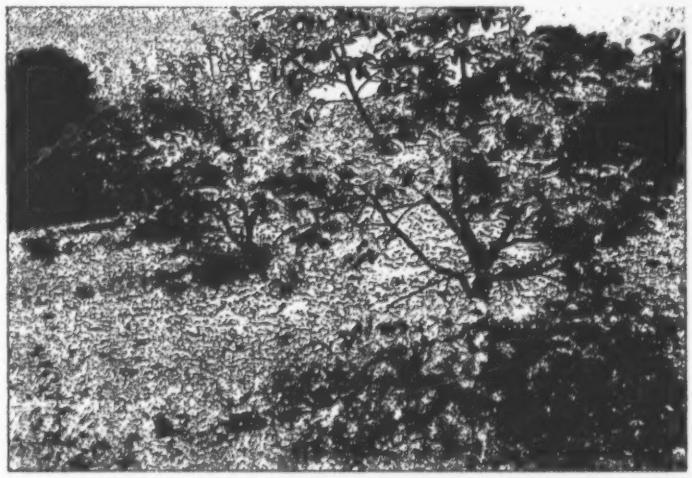
1. Literacy Programme

Budol Community Learning Centre has conducted literacy, post-literacy and continuing education programmes in an integrated way in different areas. It has helped most of the people to become literate through literacy campaigns. For example, a literacy component was a prerequisite for any community development activities. The post-literacy classes were organized in three different centres (Karki Village Centre, Kubikhel Village Centre, Khatri Village Centre) based on local demand. There were 20, 20 and 15 participants respectively at each centre's programme. The participants took part actively and were eager to continue education and work hard in their respective vocational areas, mostly animal husbandry and cattle fodder planting. The materials required for these programmes were collected from the appropriate offices and the post-literacy text materials were obtained from the District Education Office for distribution to the participants. Some of the new materials on fodder and animal husbandry were developed and used

by NRC-NFE. The post-literacy classes were conducted at night with mutual agreement from the participants. As learning and working went together, the participants themselves were satisfied with the arrangement and with performance both in learning and working.

2. Forest Consumer Group

The forest consumer group has formed a forest community of eleven members. The main functions of this group are to preserve, improve and properly use the community forest. It has emphasized the planting of new trees, the protection of the forest, planting of fodder and grass, and the distribution of forest materials. There are altogether 48 hectares of forest at Gosaikunda. There are 234 household families as members of the group. Grasses like amriso could be used as fodder for cattle and the extra production can be used to make brooms. Thus the users group can raise extra income from such activity.



3. Women's savings and credit group

There is a women's savings and credit group in each of the satellite CLCs. In these groups, each member is able to save a certain amount every

month. Individual members can get credit from the group for various types of income generating activities. The CLC provides necessary guidance for selection and setting up suitable income generating programmes. There are six of these groups with a total of 280 members.

4. Animal Husbandry Group

Most of the people of the Community Learning Centre are farmers who depend upon animal husbandry, especially the rearing of cattle or buffalo. The CLC has formed three farmers' groups and is providing different kinds of training on animal husbandry to the group members. Topics include diseases of cattle, fodder production and marketing techniques. There are 20 members in each group. The total number of animals is 80.

5. Fish farming group

There is a fish farming group of 15 members and a reconstructed fish pond. The group is raising 5,000 fingerlings in the pond. The CLC is co-ordinating with the agricultural department fisheries section for necessary technical support in this project.

6. Horticulture groups

The group members are farmers from 17 households. Improved varieties of chestnuts, pears and grapes are major crops. There are a total of 1,100 plants on 3 hectares of private land. This activity started up in 1995. Horticulture has become a good source of income for these farmers.

7. Vegetable group

The CLC has formed one vegetable group to propagate a variety of new kinds of vegetables for sale on the market.

8. Youth savings credit group

The CLC has also formed a youth savings credit group consisting of 54 members. At the beginning each member paid Rs 1000 as a share. Then after the group had collected Rs 100 per month from each member, the members are starting small businesses taking loans from the group.

9. Children savings group

This group consists of 40 members also have deposited a total of Rs 80,000.

Finally, the CLC has conducted training in the community on how to form functional groups. The CLC has also conducted training on small cottage industries such as candle making and incense stick making. Some villagers started their own small industries.

Role of NRC-NFE/LRC to Provide Support to CLCs in Nepal

Now in Nepal the Government and many NGOs have adopted the idea of establishing CLCs in many parts of the country. However, the concern is that if these are not provided proper guidance and training anything could be named a CLC and in the long term could become problems.

Therefore we are proposing that additional support should be provided to the NRC-NFE from government and other agencies enabling it to provide better guidance, training, supervision, monitoring and evaluation of CLCs in Nepal. At present a three-year programme is provided.

1. **Leadership training**

   1.1 Training will be provided to the community leaders and CLC managers in mobilization techniques and organizational methods.

   1.2 CLC leaders and group leaders will be provided training in community needs survey/assessment analysis and preparation of community micro-plans and programmes.

2. **Project management**

   2.1 CLC personnel will be given training in project planning and implementation including decision making, budgeting, accounting and preparing reports.

3. **Technical Skills Training**

   3.1 The CLC personnel will be provided training in local curriculum preparation and implementation, along with training in local materials preparation and assessment of learners. They will also be provided with prototype materials produced by ACCU and their national version.

   3.2 Training will be available related to various income generation skills as decided by the groups. Subjects would include:

   - Agriculture (agronomy, horticulture, vegetables, flowers)

- Animal raising (cows, buffaloes, goats, sheep, rabbits, poultry)
- Sericulture
- Knitting, sewing, dressmaking
- Carpentry, handicrafts, etc.
- Mechanical training (electric wiring, radio, motorbike repair, etc.)

The CLC has conducted training in animal husbandry and animal fodder cultivation with financial support from UNESCO, PROAP. This training was the follow-up activity of the training workshop on expansion of continuing education for income generation, which was held during 7-15 December 1998.

A. Based on the training needs the following training programmes were organized:

   a. Women and youth leaders at Gosaikunda and Panchakumari CLCs on animal rearing and fodder cultivation. These training programmes were attended by 122 participants. The training was organized in July 1999 with the help of agriculture extension workers.

   b. After the training, the women, youths and farmers cultivated fodder grass on six hectares of land in empty space near community forest in July/August 2000.

B. Post-literacy classes were organized in 3 places, with 75 women taking part. They prepared locally relevant learning materials related to income generating activities.

C. The CLC Budol received a district-level prize for the best production of animal fodder.

Besides these activities, the CLC has also carried out various social, religious and cultural activities such as the construction and maintenance of roads, establishing picnic spots in the forest, conducting tours, developing drinking water resources, and setting up mobile health clinics with resource mobilization both within and outside the community.

Effectiveness of the Programme Activities

We have gained some experiences from CLC programme implementation as indicated below:

1. The model of the CLC programme has been highly appreciated by the community leaders, local development agencies and other organizations, not to mention the people in the communities served by the programme. The major factor for effective implementation of a CLC is local initiative and planning by the people themselves.

2. The groups formed for the purpose of income generating activities were very attractive to the learners. They felt empowered by the process of organizing themselves and sharing resources. The groups were free to plan the activities that they themselves felt they needed. They found that implementing, supervising and monitoring activities such as credit schemes was very effective. Through income generation activities villagers have increased their income and improved

their lives.

3. The CLC approach is a good delivery mechanism of literacy and continuing education, as well as the transfer of new knowledge and skills training, especially to the women in the community. People are highly motivated to learn and the community benefits.

4. The CLC is a venue for disseminating new knowledge and information in the community. It becomes the focus point of the community.

5. The CLC could mobilize resources both within and outside the communities. This mobilization leads to the effective use of resources and transparent financial transactions.

6. The CLC programme is the successful mobilization of people for social and community development. For example, community people have preserved the community forest. They contributed labour for road repairs. They actively participated in a polio immunization campaign.

Some Problems Encountered

1. There is no clear policy from the Government to develop CLCs.
2. Coordination and cooperation among implementing agencies are lacking.
3. Community participation is still limited due to the poverty, low awareness, local politics and reliance on financial resources of outsiders.
4. CLCs sometimes cannot function effectively because of a lack of resources. They need buildings, furniture and equipment. They also need funds for programme operational costs. There is a limit to the contributions that poor people can make.

Supervision, Monitoring and Evaluation

The LRC will undertake supervision of CLCs and the CLCs will undertake mutual supervision and mutual learning. There will be regular monitoring and evaluation by the LRC, which will also provide training in monitoring and evaluation to CLC organizers from both the Government and NGOs.

Conclusion

This case study dealt with the successful establishment of CLCs in a poor rural areas of Nepal. Our example shows how CLCs can be successful if the local community is fully involved in their establishment and management. The role of CLCs is significant in empowering people to take charge of improving their lives through cooperative activity. Education, particularly functional literacy, plays an important role in this empowerment.

CASE STUDY

PHILIPPINES

The Accreditation and Equivalency System of the Non-formal Education Project

The Programme Context

The Non-formal Education Accreditation and Equivalency (A&E) System is a core component of the Philippine Non-formal Education Project (ADB-PNFEP) funded by the Asian Development Bank. The whole project started operating in 1994 putting under the one programme umbrella the various community- and region-based literacy and continuing education proposals specified in the ***Philippine Plan of Action (PPA) for Education for All (EFA): 1991-2000***. The PPA was the Philippine Government's commitment to provide all Filipinos with at least basic education by the year 2000.

In 1991, the EFA World Conference in Jomtien cited the Philippine PPA for its envisioned ***New Revolution*** in education. This was to be pursued in terms of lifelong learning that spans the ***formal/nonformal/informal divide***. The Philippine Non-formal Education Project (PNFEP), the first foreign loan-funded NFE project, became the official vehicle for the Alternative Learning System (ALS) that would address the limitations of conventional or school-based learning. It also envisioned a ***learning society where people continue to learn on their own, improving their quality of life and contributing to national development***. The Project is planned to validate the ALS as a viable learning system so that it could be developed into an integral part of the Philippine educational system.

Apart from the above objective, the Project was conceived to respond to many grassroots learning needs and at the same time fulfill the following key social development objectives of EFA:

- ***Functional Literacy:*** Current estimates indicate that there are 7.8 million Filipinos or 16.2% of the population who are not functionally literate. About 3.9 million of them are out of school youth.
- ***Family Literacy:*** Many parents want to develop functional reading, writing and numeracy skills and knowledge so that they can help their children do their homework.
- ***Community Participation:*** The common people need to know their rights and duties and develop skills to exercise them so that they can participate meaningfully in community and political activities.
- ***Continuing Education:*** Many people who have obtained literacy skills and want to continue learning should be given the means and tools to return to formal schooling or go on learning on their own.
- ***Empowerment:*** Out-of-school youth and adults living in economically depressed communities need to develop communication, problem solving, critical thinking, and learning-to-learn skills and competencies which will directly help them raise their standard of living and improve their quality of life. Functional basic education should empower them with better health practices, better food, increased income, improved family life, more direct civic and community participation and more opportunities for wider life choices.

The activities supported under the PNFEP include those that address the problems of poverty and lack of education, and narrow the gaps in the delivery of education and other services especially across various regions and ethnic groups. The activities give special attention to the needs of women and minority communities. They include the expansion of community-based NFE in the target areas that have high illiteracy and low school participation rates. Without these activities, youths would have no access to opportunities for education and self-improvement.

The ***Functional Education and Literacy Programme (FELP)*** enables participants to engage more actively and productively in income-generating and self-improvement activities. To directly support these activities, the ***Continuing Education Programme (CEP)*** will expand the opportunities available to school dropouts, including those who have completed the FELF. They should then be able to engage in further self-learning, and receive accreditation and recognition of their learning achievements outside the formal school system.

On its own, the NFE A&E System specifically aims to:

- provide a means of assessing levels of literacy and non-formal learning achievement based on a national curriculum framework covering basic and functional education skills and competencies;
- offer an alternative pathway for out-of-school youths and adults to earn an educational qualification comparable to the formal primary and secondary school system; and
- enable learners to gain more complex reading, writing and numeracy skills to meet their self-defined learning goals, and to acquire skills they need to improve their economic status and function more effectively in society.

The DECS-BNFE is the unit of the Philippine government that is primarily responsible for the overall management and coordination of the implementation of the A&E scheme within the framework of PNFEP. The original conceptualization and development of the entire project started a year after the adoption of the EFA-PPA in 1991. It was undertaken with the active participation or technical inputs from the other units of the DECS, the National Economic and Development Authority (NEDA), Asian Development Bank, the SEAMEO-INNOTECH, and a number of education-related NGOs.

As a system, the A&E scheme is built upon four important elements of delivery or imparting knowledge, attitudes, values and skills, namely:

1. NFE A&E curriculum
2. NFE A&E learning materials
3. NFE A&E learning support
4. NFE accreditation and equivalency testing

Being experimental and innovative, the A&E system took a little longer to be implemented. Actual planning and other preparatory activities were started under the previous administration. The President of the Philippines launched the programme in January 1999. The first batch of NFE A&E examinees took the NFE A&E tests for both elementary and secondary levels on 13 June 1999 with results announced in September.

Linked to the poverty alleviation programmes of the Government, the initial pilot of the A&E System was limited to a few provinces in only four regions. These were the National Capital Region (Metro Manila, 13 schools divisions), Region V (Sorsogon, Masbate, Catanduanes), Region VII (Cebu City, Lapu-Lapu City, Mandaue City) and Region XII (North Cotabato and Sultan Kudarat). Subsequently, the provinces of Mindoro, Aklan, Antique, Capiz, Southern Leyte, Northern Samar, Western Samar, Zamboanga del Sur, Zamboanga del Norte, Basilan, Abra, Ifugao, Lanao del Sur I and II, and Maguindanao, Tawi-tawi and Sulu were added bringing the geographical areas of coverage to a total of 51 schools divisions (provinces and cities) within 10 administrative regions.

The Learners

The A&E scheme is generally available for Filipinos and foreigners aged 15 years and above. However, it is specially designed for:

- functional illiterates
- those who have completed the FELP
- unemployed out-of-school youths and adults
- elementary and secondary school dropouts
- those who have qualified under the Philippine Educational Placement Test (PEPT)
- those who choose not to return to the school system
- others who would like to continue learning
- those who would like to be better equipped as community leaders

The majority of the targeted learners lives below the poverty line and mostly comes from depressed, disadvantaged, underdeveloped and underserved communities. The NFE A&E System also tries to reach the differently challenged, ethnic minority communities, soldiers, housewives, maids, factory workers, drivers and even prisoners. Most of the learners are expected to enter the world of work with an improved capacity for generating income and improving their own economic situation and that of their families. Those who wish to return to the formal school system will need to take the existing PEPT for an assessment of their specific grade/year levels for placement purposes.

The Learning Cycle, Process and End Points

The A&E System is based on the assumption that learners are not passive recipients of knowledge. They are, in fact, active in their own learning. Following this thinking the learners are encouraged to identify their own learning needs, to identify the most

appropriate pathway for tackling these needs, and then through the use of learning modules, other supplementary materials and instructional support achieve their learning goals.

As an innovation in continuing education, the NFE A&E System operates on the principle of ***flexible learning***. This learning approach seeks to break down the traditional barriers set by a rigid curriculum, schedule, fixed resources and accessibility. ***Flexible learning*** involves various approaches and resources starting with curriculum and materials in the form of short self-contained modules. Learners choose modules to meet their learning needs and goals through counseling and testing that determines where they should begin. Learners' entry points, programme requirements, modes of learning and exit points are flexible too. Within resource constraints, learners plan and increasingly control the content, sequence, time, place and method of learning. They are also given access to support strategies and systems such as learning groups, tutorials and use of non-print instructional materials like interactive learning resources and technologies. Control of learning is actualized by self-paced study options using feedback strategies such as self-assessment activities, learning guides and pre-and post-test assessments to support learning processes. Lastly, the needs and prior learning or level of competence of prospective learners are primarily assessed by means of the learning modules.

Not all A&E certified learners make use of the services offered by the NFE A&E learning support delivery system. After an initial assessment of their learning needs, some learners may feel they are already sufficiently prepared to apply for certification of their prior learning. So they proceed to take the National NFE Accreditation and Equivalency Tests. Such learners simply register for the next elementary or secondary level NFE A&E test scheduled in their locality. If they pass this test, they will be issued a certificate signed by the DECS Secretary.

After an initial assessment and counseling session, some learners may also see the need to upgrade their knowledge and competencies to gain confidence in taking either the elementary or secondary level NFE A&E tests. The learning support delivery system meets these needs. The learning interventions help them tackle the minimum requirements detailed in the curriculum framework.

The estimated duration of instruction for learners to acquire the competencies under the curriculum framework varies according to learning level and depends on the range of prior learning, learning pace and self-learning styles. At the basic literacy level, learners heavily depend on facilitators for literacy skills development. They learn mainly through face-to-face teaching with literacy primers and stimuli such as posters, flash cards, and other aids.

The elementary level is a transition level, with Stage 1 corresponding to lower elementary and Stage 2, advanced elementary. At this level, learners are encouraged to begin to ***learn how to learn*** so they can increasingly study at their own pace. During the lower elementary stage, learning materials designed for face-to-face teaching are still used. The learning materials at the advanced elementary stage, however, begin to bridge the transition from facilitator-aided instruction to self-learning. About 400 learning hours are required to master all the listed elementary competencies, but it can go as high as 600 or as low as 100 hours or less. Fewer than half of these hours involves contact with a

facilitator for the lower elementary module. About 150 to 250 hours are needed to complete self-study activities and assignments.

Designed to be increasingly self-learning, a learner at the secondary level needs about 500 to 700 hours to cover all the listed competencies. Of these, approximately 200 hours involve the services of an instructional manager, if required. The remaining time is devoted to the completion of assignments and self-study activities. At this level, facilitator-aided instruction may still be required for some technical areas. This assistance is gradually reduced until learners are able to learn effectively by themselves. Thus the learning materials at the secondary level are all self-instructional.

Except for English language skills, Filipino is the medium of instruction at the elementary level. For some learners, Filipino is a second or other language. At the secondary level, instruction is in Filipino except for English language communication skills. Science and mathematics-related skills in the learning strand, ***Problem Solving and Critical Thinking***, may be learned in English and/or Filipino, at the choice of the learner. The elementary level test is in Filipino, except for the test of English language communication skills. The secondary level test is also in Filipino except for English Communication Skills.

Delivery at the Grassroots Level

The most basic agents of the teaching-learning process at the grassroots level are the full-time teachers/facilitators who also called instructional managers. Service providers hire instructional managers to perform a variety of roles in the different stages or levels of the learning process. They are coordinators and administrators as well as instructors. Most commonly, instructional managers are elementary or secondary school- teachers, social workers or guidance counselors. They can also be retired teachers or qualified community development workers.

At the elementary level, particularly during the lower elementary stage, the instructional managers directly conduct learning sessions using learning modules, facilitator guides and other support materials. During the transitional advanced elementary phase where the materials are self-instructional, the role of the instructional manager is to help learners to work through the modules, encouraging them to be more and more responsible for their own learning. The instructional manager becomes a real ***manager of the learning process*** by merely providing access to available support materials and strategies to help them learn by themselves.

As a learning group leader, the instructional manager provides technical assistance to the learners and conducts demonstrations while learners work through the modules individually or in groups. Although not a specialist in any of the content areas of the curriculum, the manager can assist with interpretations of questions and clarifications of language, as well as some content-related issues. He or she also provides motivational support to learners, closely monitors their progress and identifies content and other kinds of learning barriers.

Beside the instructional managers, the other key persons playing critical roles in the learning support delivery system are the non-formal education district coordinators, the

only front-line DECS-NFE staff persons at the grassroots level. Their main responsibilities include clientele and needs identification, advocacy and social mobilization, local programme management, programme monitoring and evaluation, and recruitment of instructional managers.

Learning support to out-of-school youths and adults also comes from resource persons who are tapped for some complex technical topics and problem content areas. They offer free services to the client as part of the regular functions. Resource persons are local para-professionals and professionals who may come from various government agencies. More often, they are municipal officials, retired teachers, extension workers or community development workers.

The non-formal learning centres (NLCs) at the barangay and municipal levels house the learning resources and facilities of the programme and the venue for face-to-face learning activities. Depending on the economic status of the area of implementation, the delivery infrastructure for the A&E scheme varies in degree of sophistication, size and availability of learning equipment and technology.

A contracting scheme has been developed to extend the reach of service delivery. Service providers are contracted to organize learning groups and conduct continuing education sessions on a cost-sharing basis in designated project sites.

Experienced in adult literacy and continuing education, service providers may be church-based organizations, umbrella organizations, or private and state institutions of higher learning (preferably those with extension services). Service providers are judged suitable according to their legal status, track record, managerial, technical and financial capabilities, ethical commitment and equity contribution.

Finally, the methods or strategies of imparting knowledge and skills have to be creative and varied to meet the learning styles and interests of adults. Thus there are structured learning groups for those who need the assistance of instructional managers at the designated learning centres for a maximum 25 learners per group. The semi-structured group sessions involve focus on specific content areas, topics and issues. There are also unstructured discussion of problems, issues and concerns, suggestions and feedback involving groups of learners and instructional managers.

During individual tutorials, learners receive one-on-one support to address their specific learning needs and difficulties. Usually conducted by the instructional manager, these meetings may take place in the learning centre or in the learner's own home. Also encouraged are peer learning groups where learners, assisted by the instructional manager, develop their own self-help study activities with fellow learners. These activities may include science experiments or discussions of common problems. Finally, there are

demonstration sessions where certain competencies, particularly in problem solving and critical thinking, may require a demonstration activity, observation of a situation, or examination of a model to explain abstract or difficult concepts.

Under monitoring, a fellow learner, community leader, parent, friend or church leader provides feedback, support and guidance in a supportive and caring way. Finally learners who are experiencing difficulties in accomplishing their chosen competencies or skills can receive special attention, even including home visits, from the instructional manager.

Learning Content and Materials Development

The learning materials of the NFE A&E System form one of the vital elements of the learning support delivery system. Experts at the SEAMEO-INNOTECH have developed a total of 152 elementary and secondary level learning modules. These modules focus on the competencies of the five learning strands detailed in the NFE A&E Curriculum Framework. This framework was based on the new concept and definition of functional literacy together with its major indicators formulated by the Literacy Coordinating Council (LCC) in 1998. These five learning strands are:

1. **Communication Skills** (in both English and Filipino, including listening, speaking, reading and writing, using both print and electronic media)
2. **Problem Solving and Critical Thinking** (including numeracy and scientific thinking)
3. **Sustainable Use of Resources/Productivity** (including ability to earn a living as an employed or self-employed person, sustainable resources, and productivity)
4. **Development of Self and a Sense of Community** (including self-development, a sense of personal and national identity, cultural pride, and recognition and understanding of civil and political rights)
5. **Expanding One's World Vision** (including knowledge, respect and appreciation for diversity, peace and nonviolent resolution of conflicts, and global awareness and solidarity)

Most of the basic education skills and competencies contained in the learning strands in ***Communications Skills*** and ***Problem Solving and Critical Thinking*** have been integrated across modules covering the functional content areas of the other strands. There are, however, fifteen stand-alone modules, which are dedicated to communication skills, numeracy, and scientific-related thinking skills.

In addition to the prescribed NFE A&E learning modules, the A&E System encourages the service providers to identify and make use of a variety of enriching materials, both print and non-print. These include:

a) reference materials (dictionaries in both English and *Filipino*), atlases, encyclopedias and thesaurus

b) printed materials (booklets, *photonovelas* and comics)

c) printed non-book materials (posters, leaflets and flyers, wall newspapers, newspapers, periodicals and journals, flip charts, and cards)

d) audio-visual media (films and movies, videos, slides and tapes)

e) radio programmes, TV programmes and audio-visual (folk) programmes, puppet shows, shadow plays, drama, *kamishibai* (picture story telling), songs, games, card games and jigsaw puzzles

f) simulation games

Instructional manaagers review supplementary materials in terms of the competencies of the NFE A&E Curriculum Framework in order to determine how they may best strengthen learning experiences with the regular NFE A&E modules.

Motivation, Awareness-Building and Social Participation

The NFE Project has built-in advocacy and social mobilization activities aimed not only to attract the target clientele groups but also certain audiences whose contributions are vital to program operation and sustainability.

Client participation is the primary task of social mobilization here. Out-of-school youths and adults who are interested in fast-tracking the completion of elementary and/or secondary education are recruited to the NFE A&E System through activities and/or materials (e.g., posters, flyers, parades and community assemblies). The BNFE has developed NFE A&E brochures, flyers and posters designed to help raise awareness about the NFE A&E System among potential learners and the community.

Advocacy entails convincing the community of the value of the NFE A&E System, earning the support of leaders in NGOs, community organizations and government organizations so that they will assist not only in providing needed services but also in recruiting learners. It also links together all those involved to bring the NFE A&E System into reality. Local programme managers, however, are encouraged to develop their own posters, which although tailored to local conditions should be consistent with the overall NFE A&E System theme, goals and objectives.

ASM is among the basic duties and responsibilities of the PNFEP personnel from the national office to the district offices. The BNFE is responsible for spearheading the ASM strategies and activities at the national level. In addition to developing national level NFE A&E ASM materials, the BNFE has contracted a public relations firm to help publicize the NFE A&E System through regular press releases, articles in magazines and newspapers, radio and TV commercials and radio interviews.

Mobilizing and Managing Resources

Resource mobilization is basically a part of advocacy and social mobilization. For this particular aspect, however, the A&E System seeks to broaden the sources of all types of resources (strategic and financial) by ensuring that all managers down the line are properly oriented on the ways to obtain support from national and local policymakers. Other means of mobilization include 1) community meetings for the parents, church organizations, village officials, League of Municipalities chapters, and others, 2) linkage with the business

sector for sponsorship of promotional activities, and 3) participation of NGOs including meeting learner needs for ID photographs, transportation to testing centres and other support activities.

At the grassroots level, the role and contribution of key stakeholders outside the DECS are indispensable in mobilizing resources and support. Enlisting the full support of the Municipal/City Mayor is a necessity because he is the signatory of the Implementation Agreement between LGU and DECS. He also mobilizes resources and performs advocacy and social mobilization efforts. Other organizations may become service providers and also assist in advocacy and social mobilization. Their staffs may be potential resource persons, along with local village officials. It is also important to tap the efforts of the parents and other community members in providing moral support and motivating the learners.

Networking and Linkages

By nature and concept, the whole PNFE Project depends so much on networking and service linkages. The NFE A&E System, however, requires more intensive interagency partnerships with NGOs and a variety of government organizations. Such partnerships are indispensable in developing a truly non-formal education curriculum framework in consonance with the new national definition of functional literacy. They are also important for the preparation of the learning modules based on the competencies in the curriculum framework.

The critical linkages and partnerships are those in connection with income generation after learners have qualified and may consequently need further skills training for making a living. Learners may enter other formal training programmes such as those that are offered by TESDA or continuing education income-generating courses. The DECS has signed a memorandum of agreement with TESDA. As part of the agreement TESDA administered post-secondary schools and TESDA Regional and Provincial Training Centres agree to allow NFE A&E Secondary Level Certificate holders to pursue further vocational training opportunities at their institutions. They also agree to give priority access to successful NFE A&E Certificate holders in the formal and non-formal training programmes of TESDA, and exempt Secondary Level Certificate holders from the usual TESDA screening procedures.

Agreements have also been signed with other agencies and organizations such as the MERALCO Foundation, Philippine Association of State Universities and Colleges (PASUC), Commission on Higher Education (CHED), Coordinating Council for Private Educational Associations (COCOPEA), and the Catholic Educational Association (CEAP). These linkages give the NFE System officials the opportunity to articulate additional education, training and employment needs to which the post-elementary and post-secondary education programmes of these organizations can readily respond.

At this moment, the DECS-BNFE is finalizing an agreement of partnership with the various institutions and training agencies in Australia, headed by the Northern Territory University (NTU). This is geared towards the systems development and eventual institutionalization of the ***portfolio*** and other alternative forms of assessment. With this

approach, BNFE hopes to expand and strengthen the present A&E examination, which, at this stage, is still limited to the traditional paper and pencil type of tests.

Monitoring and Evaluation

The A&E Scheme is mainly monitored through the reports generated by the DECS Regional, Division and District field offices, as well as service providers and instructional managers. The BNFE has developed a set of monitoring tools to be used by DECS officials and service providers as part of their monitoring work. For this purpose, too, the NFE A&E Management Information System (MIS) is currently being developed as a subsystem of a large NFE MIS. This is a computerized database system which allows the inputting, processing, storage, retrieval and dissemination of A&E data and information at each level of operations. The latter supports the operational function of the entire PNFEP. The BNFE has contracted with a large institution to complete the NFE A&E MIS systems design, systems development, computer programming, development of users and reference manual, and training of MIS users. The NFE A&E MIS will soon be operational.

At present the NFE A&E MIS still relies on a simple manual system of data collection and consolidation. Computerized data-entry and processing systems and the associated databases are currently being developed. When fully working, the system will generate the monitoring and management reports needed by the Division and Regional NFE Offices. It will automatically consolidate and transmit summaries of information reports in automated form to the BNFE.

The basic unit of information gathered for monitoring of the Scheme is the instructional manager's report. The instructional managers undertake regular learning group meetings at the NFE Learning Centres and gather data on all learners participating in the NFE A&E learning support delivery system. The reports containing these data are submitted to the service providers for consolidation.

Likewise, the service providers are the principal sources and depositories of primary NFE A&E project implementation data. They submit periodic reports to the BNFE and district offices, which also serve as a basis for the periodic release of funds. The monitoring information includes learner profile, learning group attendance records, usage of learning modules and supplementary learning materials, activities of instructional managers, and financial records.

So far, a comprehensive process evaluation has been conducted on all aspects of the NFE A&E System after completion of the pilot implementation phase. An impact evaluation of the NFE A&E System on its beneficiaries and stakeholders will be conducted at the end of the extended period of operation of the PNFEP. This task will be contracted to an external agency.

The effectiveness of the NFE A&E System will ultimately be demonstrated by the number of NFE A&E learners who achieve their individual learning goals, the socio-economic gains and benefits obtained by NFE A&E learners, and the percentage of NFE A&E candidates accepted into post-basic vocational education and training programmes. Reports and documentation of success stories on the part of the learners, such as those provided in Part I, Chapter Three, of this handbook, are an important part of impact evaluation.

A Note on the Programme's Strengths, Weaknesses and Impact

As the A&E System has only existed for two years, it is too premature to judge its qualitative effects. No comprehensive and systematic impact evaluation has yet occurred for the learners, community leaders and instructional managers, aside from personal testimonies or success stories compiled by the BNFE.

Post-investment institutionalization of the system (up to now financed by a foreign loan) will pose a big challenge to the Philippine Government as it doles out scarce resources, the bulk of which will surely go to formal basic education. However, given some breakthroughs in educational practice and the morale boosting effects resulting from the UNESCO award, it can be expected to easily attract both international and local support in sustaining its major gains.

The whole programme and the A&E component enjoy the advantages of being regional and community-based in origin, national in planning and coordination and individually centered especially in defining scope, direction and intended impact of learning. Thus, as a whole, national attention and support are quite strong. A proof of strong moral support was the occasion when the President himself launched it in a grassroots urban community. In addition, the Secretary of Education signed the diplomas of the graduates and presided over the first graduation ceremony held in no less impressive venue than the Presidential Palace. Indeed, non-school based learning has come of age in the Philippines.

The A&E System also introduces an unintended and unexpected albeit healthy change in the labour market. Its effect will alleviate the poverty of many individuals who have so much to give to society. In support of the economic and social goals of the NFE A&E System, the Philippine Civil Service Commission (CSC) issued CSC Resolution No. 000499 dated 24 February 2000, recognizing the Nonformal Education Accreditation and Equivalency (NFE A&E) Elementary and Secondary Level Certificates as valid documents for purposes of permanent appointment to government positions requiring completion of elementary or high school education. A number of positions in the government require a minimum education qualification, i.e. either elementary or secondary education.

Another advantage of this approach comes in the form of investment in peace and order. The A&E System has become an instrument of peace and social integration particularly in the Muslim areas of Mindanao. The lack of educational qualification stood as one of the obstacles to full integration of the Muslim rebels into the Philippine military under the Peace Agreement with the Moro National Liberation Front (MNLF). The Programme has trained military officers as instructional managers to enable more former rebels and other soldiers to upgrade their educational qualifications through equivalency accreditation. In addition, since this form of continuing education can penetrate the jails and other reformatory institutions, its distinct instructional methods can help to build shattered lives and reinforce positive values.

When the PNFE was originally conceptualized, the comprehensive national Curriculum Framework was not yet developed. The A&E has become a quick vehicle for the operationalization of the new national definition of functional literacy. The new concept

and its indicators have become widely used and have gained official acceptance through the learning modules.

The A&E System strengthens the case for the role of maturity, self direction and personal discipline in learning. These attributes are similar to those required in the workplace and for increasing an individual's chances of upward social mobility. Therefore, it is a promising tool for equity, poverty alleviation and national development.

The Scheme has conclusively demonstrated that what matters most is not where and how education is acquired, but what students learn and how much this learning can benefit them. Overall, the valuable lessons of the project suggest ways to improve both the provision of non-formal education and approaches to poverty alleviation. Thus out-of school learning activities and opportunities may well increase their respectability. This will mean less pressure for the formal school system, which is burdened by ever increasing demand for costly inputs. It is also hoped that the Project's extensive experience in coordinating with the other providers of continuing education will contribute to the evolution of a DECS-based mechanism for the national orchestration and planning of NFE. The proposed Centre for Alternative Learning Systems would therefore be in order.

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CASE STUDY

THAILAND

The Community Savings Bank: Continuing Education at the Village Level

Tambol Klong Pia is an isolated village in Jana district, Songkhla province. It is located on flat land surrounded by some hills. In 1999 there were 4,842 people living in the village, comprising 886 families with an average of 5 persons per family. There were 677 children from 0-12 years of age and 3,184 individuals between 13 and 49. The majority of the population (10,017 people) was over 50 years old.

Approximately 1,384 persons completed Grade 6 of primary education, 947 persons had completed Grade 4 and 369 persons had studied up to Grade 12 and beyond. By the time of the survey, only 95 boys and girls were studying at the upper secondary level; there were 572 students at the lower secondary level and 202 children in primary school.

Most of the villagers earn a living through agriculture. Previously, they were poor and had a hard life. Many families were in debt. They borrowed money from the Agricultural Bank and Credit Union. Some farmers received funds from non-government agencies to improve their productivity.

The lifestyle of the people in Tambol Klong Pia was similar to other rural communities in Thailand in terms of education, namely low literacy and few vocational skills. They were facing poverty because of a lack of land, lack of technology to improve crop growing and the effects of a severe drought. Recently, however, they decided to improve their standard of living by setting up a community savings bank.

This bank aimed at improving people's economic conditions and helped the villagers to live together in harmony. They conducted many activities that helped them become self-reliant, capable and skilled. They had access to resources giving them opportunities to respond to changing conditions. The ultimate goal of the bank was to improve the potential to better apply the villagers' knowledge, skills and talents to improve their way of living.

The Department of Non-formal Education conducted a survey to find out how the people in Tambol Klong Pia overcame their poverty, what methods they used to achieve community development and why the model was successful. Most important, they wanted to confirm that the villagers could continue to expand their knowledge through informal learning.

A research team was sent to make observations, hold discussions and interview village women and men. They lived in the community but also met with other people who lived outside but could talk about the people in Tambol Klong Pia because of their association with them. Through these processes the Department of Non-formal Education was able to obtain information in order to design a continuing education programme so that others could have similar success.

Effective factors for implementing the community savings bank

1. Village leadership

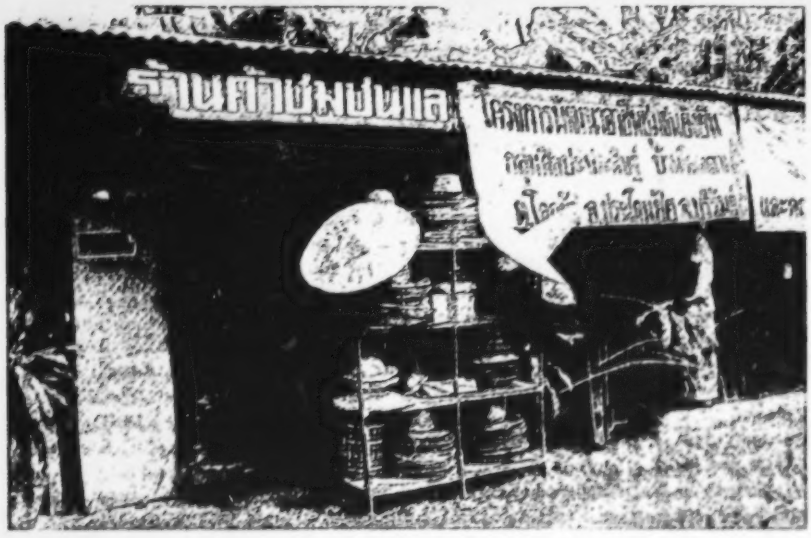
Mr. Amporn Duangpan, founder and potential leader of the community savings bank, completed Grade 4 of primary education. He used to work for Community Development Affairs so he knew well how to lead villagers in solving problems. He told them that a bank must begin with the villagers saving some money to raise the required capital. They could then borrow from this capital to start small businesses. On returning the loan, the borrowers had to pay some interest. Mr. Amporn said çthe Government used to offer loans for the farmers without convincing them to save some money and to learn how to live on their own capital. The farmers remained poor when they kept on borrowing and spending it all.é

2. Learn how to set up and run business

First, Mr. Amporn took action as a leader to organize a meeting. The villagers participated in the discussion. Many ideas resulted. They decided to get loans to invest in small businesses. They agreed to collect money amongst themselves and not borrow from outsiders. They suggested a simple procedure for obtaining loans because they had some experience in borrowing money from the Government bank. It was a long process, as it took time to fill in the form and to check references. They wanted something simple but effective.

To begin with, 51 villagers from 10 villages joined the community savings bank with a total contribution of 2,850 Baht. To begin the activity, they met some community development workers to get suggestions and to learn about the steps and regulations of setting up a bank. They learned how to administer the community savings bank.

However, after one year of doing business, the villagers realized that they should not have followed the regulations of the Community Development Department. They found



some problems with bureaucratic restrictions and lengthy forms that made things difficult for those seeking loans. Some members withdrew from the savings bank when they received low dividends. In April 1980, there was only 604 Baht of interest in total and returned to the shareholders only about 2 Baht for each share.

Despite these problems, some villagers wanted to try again, so they called for a general meeting. They discussed how to solve problems. They did not want to repeat the same steps as in the past so they decided that they should formulate new rules and regulations. The community savings bank's service should be fair by providing merit and hospitality for all borrowers. Also, Mr. Amporn suggested to the staff of the savings bank that 1) they should learn about the villagers' and community needs, problems, aspirations and lifestyles; and 2) they should organize and provide excellent service to meet each individual villager's needs. He commented that by following the Government's format, the community savings bank had failed and collapsed.

After the new regulations were formulated, a greater number of the villagers applied to be members of the savings bank. They paid for their shares on whatever basis they could afford. The collected money was allocated to loans and some was deposited in a bank.

At the end of the second year, the money collected now amounted to about 64,780 Baht with interest of 4,205.50 Baht. Each shareholder received a dividend of 6.50 Baht. Membership increased to 63.

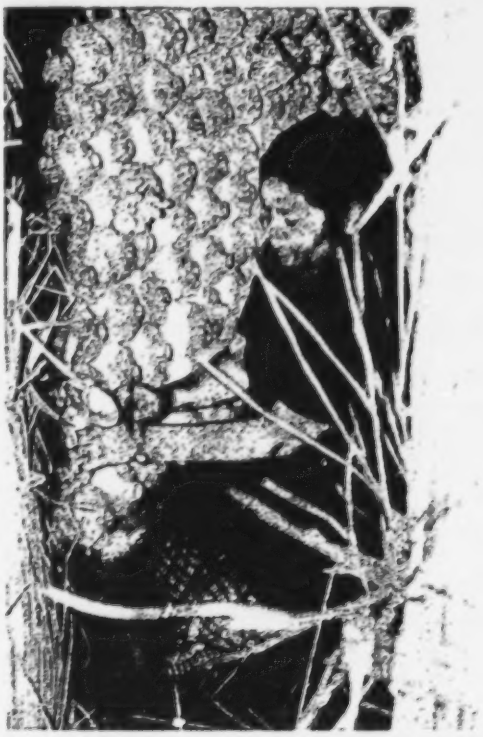
At the end of the third year, the business had 335 members and 283,590 Baht in capital. The rate of dividend was 8.25 Baht per share with the total amount of 21,262.50 Baht in interest paid to members.

The officers of the community savings bank made an effort to manage the loans effectively in order to increase the members' income. They could borrow money to invest in all kinds of businesses. Shareholders received dividends according to the amount they had deposited. According to Mr. Amporn, *"the villagers borrowed their own money. They were not losing money to the merchants or middlemen who used to get profits from loans. The community savings bank put the idea of capital investment into practice. The villagers learned how to help each other and to trust other members".*

By 1999, more progress had occurred. Membership had increased to 4,465 persons. A large sum of money, approximately 48 million Baht, had been deposited. It had taken 17 years to achieve this. The interest and other benefits were returned to the members and the community in terms of dividends, welfare as health care, a retirement

pension to staff, funerals of members, loans for education, and learning activities organized by the community.

The community savings bank had played a part in providing economic solutions. It helped create a self-reliant community. It enabled the villagers to practice self-help together with continuing education. The committees of the savings bank monitored the effects of the bank's activity by focussing on the members, who benefited from study visits, exchanges of knowledge and guidance from other agencies. Significantly, the savings bank has become a model institution where outsiders study its strategies. For example, groups of educators from China and the Philippines came to observe and learn from its activities.



Key Actions

The community savings bank is an excellent model of continuing education. It shows how villagers took an active role in seeking knowledge in order to reduce their poverty. Learning is gained in the workplace as well as through informal interactions amongst friends, groups and organizations. Let us look at the procedures followed by these people in setting up and running their bank.

Step 1: Making policy

The villagers required the savings bank to be self-managed without the intervention of the Government. They put in place a policy that emphasized self-reliance for both the bank and its members.

1. All villagers should participate in decision making.
2. The members should learn to practice morality and follow the rules of the savings bank in all social interactions.
3. Every villager can apply for being a member of the savings bank without discrimination.
4. The savings bank must emphasize a problem solving approach and democratic practice.
5. The savings bank should promote learning networks in order to achieve the condition of a learning society. It must cooperate with other community savings groups that have the purpose of serving social welfare and being non-profit agencies.
6. The savings bank should meet with networking bodies once a month to solve common problems.

Step 2: Writing a motto (poem)

The members of the bank wrote a poem that described the process of the bank:

Saving your money	you can raise capital
With your capital	you can improve your career
Improving your career	you can earn more income
Increasing your income	you can save some money
Saving more money	so your future is secure

Step 3: Recruiting members

1. Everyone can apply to be a member, although there are age limits.
2. Youths can apply with the approval of parents.
3. Every member of each family can apply to be a member.
4. Gender and occupational discrimination is not allowed.

Step 4: Establishing committees

The community savings bank appointed three committees to be in charge of the business.

1. The Committee for Operations consisted of a chairperson, a secretary, accountant staff and 43 members. The retirement age was 65. Mr. Amporn was elected chairperson.
2. The Committee for Control of Operations consisted of 3 staff. They were responsible for checking accounts and examining documents.
3. The Committee for Consultation consisted of 2 persons.

The Committee for Operations was responsible for cash payments and loan applications. They also had the power to influence decision making and to motivate the villagers to join in the membership. In addition, it acted as a networking committee to cooperate with other savings groups in nearby villages.

The members of the three committees had to seek continuous knowledge in order to initiate new approaches and bring progress and security to the community savings bank. After almost 17 years of working with the bank, these committee members had become skilled in management and administration.

Step 5: Creating capital and making loans

The current capital of the community savings bank was collected from the members. There is no limitation on the number of shares. Each member had to pay the same amount every month during the first year. The next year, the member could pay either more or less. The community savings bank offered the rate of return 1) of 13% interest for any amount deposited in the last year or 2) of 7% interest for the current year. To make matters simple, members did not spend much time filling out forms.

For a loan, 1.2% interest monthly or 14.4% annually was charged. This was much less than the interest levied by middlemen (usually 20% monthly).

The members could borrow money for career investment or for buying essential things. Through saving money and getting a loan it was possible to create a new way of life, for example, through buying a piece of land for planting crops. Meanwhile, they learned to be honest and reliable in paying back the loans on time. This development of a responsible attitude towards other members and the community savings bank helped the community remain peaceful. Today, Tambol Klong Pia has the reputation of an honest and peaceful community.

Step 6: Obtaining group participation

The committees conducted a formal meeting once in a month to inform members of their progress. Before the meeting took place, the Committee for Operations in each village made judgments as to who would get loans.

The meeting checked accounts and identified money available for loans. Each village proposed the amount of money for a loan. During these meetings, the committees and the members learned how to organize stock shares and how to balance a budget, for example. They also learned about people, whether borrowers were reliable or sincere.

Meanwhile, there were discussions during which village problems were raised. Villagers learned how to solve problems and how to improve the economy. They discussed farm development and upgrading members' skills in order to generate income.

Mr. Amporn said that everyone could express their opinions and come up with new ideas. The community savings bank should take into account the ideas of all members and try to apply them to the work. This process would create a democratic approach to community development. In addition, he emphasized some important points to strengthen the bank and make it flexible and relevant to the local situation. He stressed with confidence that if the members were satisfied with the dividends, they would continue as shareholders.

Step 7: Learning through networking

The community savings bank leaders established contact with other organizations. They conducted seminars, group meetings and study visits. Mostly, they learned from each other. They discussed the strengths and weaknesses of the bank, along with strategies to solve problems and achieve progress. Some important networking agencies were the Taksin Suksa Institute, the Coordinating Committee for Private Organizations in the Southern Region, the Office of the National Cultural Committee and the Association for Rebuilding Songkhla Villages.

The Regional Networking Organization with its affiliated members in 22 provinces made an agreement with the community savings bank to meet once a year for exchanging experiences and sharing problem-solving methods.

The Commercial Agencies and the Agricultural Bank and Credit Union provided consultation and trained the staff in bookkeeping, capital investment, and in calculating rates of interest and dividends. Working with businessmen made them realize the limitations of these agencies in regard to the help they could offer. It encouraged them to think of how to organize things themselves.

Academic organizations, research centres, local savants, experts and resource persons visited the community savings bank and offered suggestions as well as shared knowledge related to capital investment, mixed farming, organic agriculture, and marketing.

The Village Foundation provided some guidance about community development and supported Mr. Amporn on a study visit to France and Germany in 1991.

The Association for Rebuilding Songkhla Villages shared information with the community savings bank occasionally. They discussed the work of the bank and helped it to set up a system for cash collection and loans. The bank gained a lot of knowledge from the Association concerning how to circulate capital.

Step 8: Engaging in continuing education through actual work

The leaders, the committees and the members learned to work toward the bank's goals through actual daily activity. They also learned to reduce poverty by finding ways to make use of capital for investing in small businesses. The experience of working with government officials and the implementation of bureaucratic regulations made them eager to learn how to be self-reliant.

They made decisions to set community principles as a social norm for every villager to follow. They learned to live together by paying respect to each other. Democratic behaviour was built up through the savings bank process. The feeling of unity and mutual understanding amongst the members created a sense of ownership.

These accomplishments occurred through the process of continuing education, where members learned to solve problems related to daily life and used actual work as a lesson.

Step 9: Gaining knowledge through non-formal education

The District Non-formal Education Center (DNFEC) conducted three types of activities for educating the villagers and the members of the community savings bank. These were in the areas of general adult education, informal education, and vocational education and skills training.

The DNFEC organized learning activities to improve basic knowledge related to life experiences, for example, savings, bookkeeping, management and administration, group work, problem analysis, planning, discussion methods, and living together in harmony. Special requests for training were also considered. Mainly, the content of these activities focused on the improvement of the quality of life and career development. General adult education made use of distance education methods. In addition, learners met as a group every Sunday for three hours.

Step 10: Learning through information

The villagers and the members of the community savings bank received information and current news during meetings and daily encounters. In addition, in every village, the community wireless or a broadcast tower relayed the daily news from the Songkhla Radio Station and Public Relations Radio Thailand. The villagers could keep up with current events every day.

The DNFEC supported the local broadcasts with cassettes and scripts. The villagers enjoyed listening to stories relevant to their health and work. Sometimes, villagers volunteered to be announcers and readers. Many local experts were invited to give talks based on their experiences. Through informal education, the villagers could adapt themselves as well as improve the quality of life and raise self-confidence.

In general, the community savings bank supported some social activities, such as religious ceremonies, funeral processions or marriage celebrations. Most members and villagers helped each other and contributed some money for the various ceremonies. They learned how to share ideas and information during these social events. Moreover, they sometimes discussed the outcomes of the savings bank with their audiences. It was a kind of informal learning, which could happen at any time.

In the past, villagers could not leave their personal belongings outside their homes because of thieves. After having practiced self-morality by means of the savings bank's activities, they felt more confident about leaving things outside. They could go out to enjoy themselves without worrying. Mr. Taradon Mudlied, the community development worker, and Mr. Jamnong Rakpinit, Director of the PNFE Center, said that the lifestyle of the villagers in Tambol klong Pia should be an example for government officials.

Step 11: Learning to sustain the business

The community savings bank made an effort to develop its business through a process of self-reliance. The committees encouraged the villagers to participate in the meetings regularly. They believed that the villagers should have dignity and pride in making decisions concerning their overall affairs. Strong ownership awareness was created through this kind of involvement.

Mr. Amporn said that *"it is simple to create an activity, but it is not easy to find ways to sustain the inheritance of the community savings bank"*. So he designated a person recognized by the members and trained him to be his successor and to manage the business of the savings bank well.

Conclusion

The community savings bank and its membership learned how to deal with problems as obstacles to progress and happiness. Everyone was motivated to share the responsibility in solving these problems. The leader was the most important person to lead the work.

The villagers were involved in the affairs of the bank and practiced self-reliance and restraint. They behaved hospitably and honestly towards their neighbours. They learned how to work as a group and to set community principles related to their lifestyles. They gained awareness the need to help themselves first. The experiences of Tambol Klong Pia show the importance of developing the village economy, which was the community's strength. They ***began with poverty, but later the villagers were able to upgrade their standard of living and improving their quality of life***.

Research results indicated that the following factors contributed to the achievement of the savings bank: 1) the villagers were committed to solve their own problems; 2) the bank networked with organizations to share knowledge and experiences; 3) there was a leader who devoted himself to help the community; 4) learning activities on the part of villagers and committees enabled them to improve their work continuously; 5) participation of all villagers created an overall movement inside the community; 6) villagers set their own goals without intervention of the Government; 7) flexible choices and authentic learning provided them the opportunity to adapt themselves and to find the right solutions.

The case of the community savings bank proves that people can seek knowledge through self-learning at their own pace. Continuing education can be a kind of flexible learning that has no format and no schedule. It can occur anywhere at any time. Continuing education thus means authentic learning and education for life.

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Effective Implementation of Continuing Education at the Grassroots

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